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The Modern Language Journal

In This Issue

THREE HUNDRED YEARS OF THE
FRENCH ACADEMY

G. H. C. Wright

THE YEAR 1835 IN GERMAN LITERATURE

Allen W. Porterfield

WHY TEACH FOREIGN LANGUAGES?

Bayard Q. Morgan - Lawrence A. Wilkins

SURVEY OF RESEARCH AND EXPERIMENTATION IN
MODERN FOREIGN LANGUAGE TEACHING

DOCTOR'S DEGREES IN MODERN FOREIGN
LANGUAGES, 1926-35

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Three Hundred Years of the French Academy

By C. H. C. WRIGHT

Harvard University, Cambridge, Massachusetts

THE formal organization of the French Academy was one of those happy thoughts, in this instance suggested by Boisrobert, by means of which Richelieu succeeded in establishing his authority over every manifestation of life and thought in the seventeenth century. The later history of the Academy, as often happens, has involved consequences many of which would have been of no concern or interest to his Eminence.

When Richelieu transformed into a chartered body the little group of congenial friends of intellectual and literary ability, though not necessarily of recognized distinction, which group had met informally, he was largely concerned in bringing under his influence men useful in upholding his ideas. Nothing is more effective in shaping opinions than patronage. If Richelieu were a modern leader he would aim to use the Academy for organized political propaganda. Except for obtaining a band of eulogists, such a purpose was unnecessary to a seventeenth-century leader relying more on force than on persuasion. But in the immaterial sphere of intellectual ideas, concerning which Richelieu held very positive views, it was no small advantage to have, if possible, fluent partisans. Richelieu was an upholder of order in all things; hence, not only did he systematize French administration and centralize governmental authority, but in literature his sympathies were with regularity and the *doctes*. So we may place Richelieu among those forces which, without creating, fostered the development of the classical era, and we may put his influence among the imponderables which brought about the victory of the rules in general and the pre-eminence of tragedy among dramatic forms in particular. Moreover, after Richelieu's death, during the great days of the School of 1660, the Academy was the consecrated body of docile upholders of Louis XIV and his achievements.

Political and literary evolution, however, inevitably brought about changes. It is more interesting for us to consider what has been, in the

course of time, the evolution of the Academy, and the part it has played in French life and thought, than to think of it as a manifestation of a civilization which aimed, once established, to be conservative if not static.

When we look back to the foundation of the Academy we are apt to magnify the significance of the group from which it started. The early seventeenth century shows us in Paris numerous informal coteries, ranging from the Cabinet Dupuy to the *chambre bleue* of Madame de Rambouillet, and testifying to interest in the improvement of all things, from scientific investigation and general erudition to literary criticism and the social graces. The men, many of them young, who formed the nucleus of the Academy, were not all very eminent at the time. It was their good fortune, unappreciated by them at first, that Boisrobert told the Cardinal of their gatherings, probably won him over to the advantages of organization, and prepared the way by which the later Academy became of extraordinary influence in shaping French language and literature.

The part played by the Academy has, indeed, been the subject of censure as well as of unqualified approval. Even in its early days it had satirists and detractors, such as Saint-Évremond in his comedy *les Académistes*.

As a whole its friends and foes have been easy to divide into those, on the one hand, who sympathize with order and system, and those, on the other, who want untrammelled freedom in literary expression and preach liberty in place of discipline. When Matthew Arnold wrote his well-known essay on the function of academies, he used entirely the example of the French Academy to argue the advantages of a similar national body for England or, for that matter, for any country. Matthew Arnold, himself a typical specimen of what we call the "academic" temperament, found in the example and influence of the French Academy the explanation of the critical intellectualism in which the French are so preëminent, the dignified restraint of literary expression and the lucidity of French writers in general. He thought that the English had suffered precisely from lack of standards of taste laid down by a literary tribunal. On the other hand, the non-Arnoldian declares that such a body is inevitably conservative to the degree of being reactionary, and hinders instead of fostering original genius. Obviously Matthew Arnold, writing more than half a century ago, was viewing a situation in France very different from that of to-day, when a "modern" can declare that the style of fiction may be as disconnected as the language which passes through a telephone central. But there is certainly enough truth in his statements concerning the past influence of the Academy to justify us in trying to see just what the part played by the Academy has been.

The primary result of a semi-official literary organization such as the Academy is the establishment of a tradition, good or bad. In the instance

under consideration the group, under the direct patronage of Richelieu, naturally came to reflect his views. The prestige of governmental favor enabled it to become, as early as the quarrel of the *Cid*, a tribunal or court of last resort on all matters concerning language, style, criticism, and good taste in general. This was no slight blessing in the chaotic early seventeenth century, when a reaction against the exuberant sixteenth century was in process, and when French was being increasingly used for the expression of the thoughts of modern man, instead of Latin, now more and more associated with erudition and specialists. The School of 1660 is the flowering and then the crystallization of all the tendencies towards order, discipline, and authority in general, and the dogmatic literary criticism which we discern as characteristic of the developed century. The influence of a body like the Academy might have been deleterious had it included discordant factions, but when opponents such as Ancients and Moderns, Boileau and Perrault, were upholders of the now established order, its fundamental tradition remained undisturbed.

After the first hesitancy was over and the Academy had become a cohesive body, it formulated ambitious plans never to be fully carried out. On the other hand, it has in the course of time acquired duties not anticipated at the start. The most important consequence of the organization of the Academy has been the gradual shaping of standards of literary taste for the French. Much more rapidly than would have been otherwise possible, French critical judgment acquired coherence and durability to withstand the random lashings of enemies. The sway of seventeenth-century classicism was prolonged for many generations, and in the academic world its code has not been entirely superseded today. In the opinion of its upholders, therefore, the Academy has acted as useful a part in steadying French intellectual life as the constitution of the United States in keeping our nation from chaos. To its detractors it has obviously been the home of hide-bound conservatism, if not obscurantism.

In the seventeenth century, then, the Academy was a body of men of letters, some of them distinguished, some of them useful mediocrities, all of them eager to bask in the favor of royal patronage and representing the standards of taste of the *honnêtes gens*, men and women of breeding, such as were fostered in the court and *salons*. Technical scholarship was provided for in special erudite bodies such as the Academy of Sciences. Among the early projects were a dictionary, a grammar, and treatises on various forms of prose and poetry. A moving spirit in the planning of dictionary and grammar was Vaugelas, but the grammar was not written at that time and the first edition of the dictionary was many years in preparation. This result has been, on the whole, fortunate. The successive editions of the Academy's dictionary have recorded those words which sound contemporary judgment deems in good taste, whereas French style has been

freer to conform with the requirements of changing civilization. Words may be added to a dictionary or dropped from it with less difficulty than constructions are changed. Good usage in France has in each age exerted a stabilizing influence through the support of the Academy, but French has not become fossilized and reduced to neo-Ciceronianism. Even as it is, some English-speaking people are apt to complain of the needless complexities and involutions by which tradition has hampered French syntax and style.

In the eighteenth and nineteenth centuries the prestige of the Academy remained undiminished, and in spite of a fair proportion of members who owed election to position rather than to literary qualifications, such as bishops under the old régime or generals after the recent war, the new ideas emerging in philosophical and political theory had their spokesmen. Finally, in the Academy of the later nineteenth and the twentieth centuries the methods of political bodies have been imitated on a smaller scale. The Academy became often split into cliques unable to dominate and obliged to compromise with each other in elections to a vacant chair. Throughout its history, therefore, the Academy, as a result of official disfavor, social discrimination, contemporary prejudices, or other reasons, has passed over some of the greatest names in French literature, from Molière and Pascal to the present time. The stated membership of forty, always to be filled and never exceeded, has been a hindrance. Arsène Houssaye's *Histoire du 41^e fauteuil*, dealing with many men who never achieved membership, was a clever characterization of this defect in the organization of the Academy.

The passing of time has awarded to the Academy a number of duties not originally contemplated, some of which must be a burden rather than a privilege. As early as 1646 Guez de Balzac established a *prix d'éloquence*, chiefly devoted to the enhancement of religion. Then came the foundation of prizes to eulogize the Great King, prizes for poetry, prizes for literary competitions, prizes for works of outstanding excellence in various fields, etc. Indeed, the convenient existence of an independent body like the Academy made it the legatee and trustee for all sorts of bequests, including the famous Montyon prizes for the reward of womanly virtues. The emotionalism and "sensibility" of the eighteenth century instigated the gift to the Academy and the acceptance by it of attributions at variance with the original duty of guardianship of literary taste. An unintentionally humorous spectacle, delightful to satirical French journalists, has been the address by a sometimes worldly and not over-virtuous Academician, announcing to the public the award of prizes for good morals.

At present the Academy maintains a time-honored though no longer absolutely unquestioned prestige. A new edition of the dictionary is in course of publication, containing words of unimpeachable French citizenship; the enormous annual award of prizes is gratifying to the recipients

and gives them financial advantage and considerable publicity, though the quantity of awards distributed somewhat diminishes the glamour of each individual work. Also the prizes for fiction of the Goncourt Academy and of some minor foundations have created a rivalry somewhat detracting from the lustre of the Academy's award. But membership in the Academy is as sought for as ever, whether for small emolument or more particularly for the publicity value of the words *membre de l'Académie française* on the title-page of a book. Intrigue and literary politics still play their part, but membership of the Academy may be considered as definitely stamping a writer as having "arrived." The fact, precisely, that established reputation of some kind is a prerequisite explains the contemptuous attitude of youthful literary radicals towards the Academy. In their opinion it is fifty years behind the times and a rallying-place for old fogies and dotards. On the other hand, with the increase of years nearly every radical changes his tone, the Academy exerts on him a growing attraction, and he only too happy if finally he is also admitted to the band of forty "Immortals."

The Year 1835 in German Literature

By ALLEN W. PORTERFIELD

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ABOUT five years ago, a quite certain Professor of Education arose and remarked that it would be just as wise to teach Japanese in our secondary schools as it is to teach French and German. In this statement there is not much truth. We teach modern, foreign, living languages for a three-fold basic reason: (1) the importance of the literature written in them, including translations; (2) the importance of the people who speak them; and (3) the relationship of the languages to the native tongue, in our case English. That lets Japanese out.

There are scattered individuals, too, who contend that German might be let out: the Germans wielded a destructive hand in the World War, they have behaved badly since the World War and show no signs of improvement, their language is hard to learn, their style is cranky, and their literature is crotchety. So the argument for belletristic exorcism runs. We may pass this over too as utterly impersuasive.

Utterly so, because we do not teach the future, nor even the present, but the past. German would be wholly worth the effort if we always kept about two decades behind, that is, coming up at present to 1914 and stopping there. Think of the treasures in the German literature of days long since gone! This is no idle, or emotional, or fantastic exclamation; it is, rather, a literary, philological, etymological, general linguistic and broadly cultural fact. Think of what German literature gave the world in 1835! It was truly an *annus mirabilis*. In that one year, a century ago, appeared the following works: *Geschichte der deutschen Dichtung*,¹ in four sturdy volumes, by Georg Gottfried Gervinus (1805-1871); *Goethes Briefwechsel mit einem Kinde*, in three feminine volumes, by Bettina Brentano von Arnim (1785-1859); *Deutsche Mythologie*, in four thickish volumes, by Jakob Grimm (1785-1863); *Dantons Tod*, in four revolutionary acts, by Georg Büchner (1813-1837); *Das Leben Jesu*, in two books with a bewildering number of sub-divisions, by David Friedrich Strauss (1808-1874); *Wally, die Zweiflerin*, a novel of about fifty thousand words, by Karl Gutzkow (1811-1878); and *Die Epigonen*, a novel in three marble-backed volumes, by Karl Lebrecht Immermann (1796-1840).

To make 1935 a centenary of uncommon significance in German literature this was certainly enough; we do not need to bolster up the first of the last hundred years by calling attention to the additional fact that Mark

¹ The work bore the title for twenty years of "Geschichte der poetischen National-Literatur der Deutschen."

Twain was born² in 1835 while Browning brought out his *Paracelsus* and Balzac his *Père Goriot* in the same year. Since then Browning has entertained the German scholar, Mark Twain has amused the German people, and Balzac has enriched the German translator.

To anyone who will admit, and all must though some won't, that literature is an artistic visualization and faithful reflection of life, not a one of these seven works, three critical and four creative, came as a surprise. They merely reflected what was then going on in the heads and hearts of the German people. Prussia was then everything, and Friedrich Wilhelm III sat on her throne. He had a good wife, but she died in 1810, heart-broken over the failure to see her country come through. Napoleon had been wiped out twenty years before. New universities had been opened, and new revolutions started or at least planned. Goethe had died in 1832, Heine had gone to Paris to live and die there, the first railroad had been opened, with its grand central station in the toy town of Nürnberg, in 1832, Ludwig Tieck, "the King of Romanticism," had the rheumatism, Kleist had taken his life in 1811, there were congresses without end and conferences to no purposes, the Putsch in Goethe's home town, Frankfurt, was a well-meaning but deedless affair, the Jews had been emancipated and yet business was bad, and just ahead was Friedrich Wilhelm IV, who had the bands play so that he could not hear what the people were crying for. There was lots of science, lots of intellectuality, the printing-presses were busy, the golden age of German thought, 1795-1805, one of the most truly golden any country has ever had, was still fresh in the memory—in short, no one could give a tenable reason why Germany did not lift herself straight up out of the depression of so many back years and leap ahead with unparalleled speed, and yet she did not do it.

The seven works before us reflect all this. Bettina made a brave, though wholly womanish effort to erect a monument to a splendid past, Gervinus took an inventory of all things literary, Grimm did the same for mythology, Strauss tried to set folks right about the origin of Christianity, and the three other works are frankly and vigorously skeptical; they were inspired by the motif, things can't go on like this much longer, something has got to be done about it.

Let us look first at Strauss. It is improbable that there is another case on record where a German published a book of such epoch-making importance³ when he was twenty-seven years of age. He was in truth only a

² The two noted deaths of the year were those of Platen, who wrote the most perfect verses, from the angle of form, in the German language, and Wilhelm von Humboldt, who would take high rank among the first ten scientists Germany has ever produced.

³ Gutzkow, writing humorously and sarcastically but without apology in 1851, says that Straus's *Leben Jesu* created almost as much excitement as the Crystal Palace in London, and that Bettina contributed her share to make the birds sing more cheerfully, the sky bluer, and the waters clearer in 1835 than they had ever been before. See *Vergangene Tage*, Werke, Bd. iv, S. 67-79.

trifle over twenty when he began it. It was simply another case of "let us look at the record." The Reformation did not start at Wittenberg with Luther; it started with a mighty line of preachers and theologians at Tübingen. Strauss came from close-by. He was devout; he was a believer. Just as there were a dozen or so translations of the Bible into German when Luther brought out his (1522-34), so had there been many lives of Jesus, in German, before Strauss began his. We think especially of those by Hess, Herder, Paulus, Schleiermacher, Hase. But they were largely emotional, passively receptive, uncritical. Strauss merely tried to get at the facts as these are recorded in the New Testament, and prophesied in the Old Testament. Every German university has of course its theological faculty, the professors of which still revert to David Friedrich Strauss. And the influence the work has had outside of Germany has been incalculable. It has furnished the blue-prints and specifications for all later works.

Here was Strauss' argument. We know virtually nothing about the first thirty years of the life of Jesus, and the most characteristic feature of the last three years is the contradictory element. He doubted whether these contradictions could ever be eliminated; he felt, at the same time, that the essence of any religion is its ideas, its truths, not its history. Islam started in Arabia and has stayed there; Buddhism started in India and has stayed there. But Christianity started in Palestine, and has covered the world. Hence its superiority.

But the facts? To forestall any argument, he said, of course we know almost nothing about Shakespeare either; but we have his works, with this great difference: we have Shakespeare direct. Jesus on the contrary used Aramaic Hebrew as a medium of expression, which had to be translated into every other language on the face of the earth. Though he gladly assumed the divinity of the entire Trinity, Strauss was unwilling to assume the divinity or infallibility of translators, compilers, editors, scholars, authors, and bookmen in any form. Truculent, impatient, college-bred, dogmatic Paul was regarded by Strauss as just another man, though he had had an unusual religious experience. When therefore Paul ignored completely the miracles and all their meaning, Strauss went right ahead and wrote the next chapter. He lived to read Renan's *La Vie de Jésus*, which he accepted factually but denied its general attitude.

The work of Strauss proved to be a second Reformation; but the age produced it. Had Germany reaped her anticipated benefits from the overthrow of Napoleon, it is not certain that the book would have been written; not then. But queer indeed is he who regrets that it ever was written.

Grimm's *Deutsche Mythologie* has a similar origin. We have never produced a scholar of Grimm's kind. His chief gift was his poetic imagination. He knew that mythology represents merely the nation's gossip or rumors, its tall tales. He does not say so, but mythology originated because of the

lack on the part of primitive languages of abstract terms. They had words a-plenty for "dog," "horse," "cow," "mountain," "man," but they had a hard time to visualize "virtue" or "slyness" or "speed" or "strength," hence the mythology, which is always comparative. Wotan bears the same relation to Jupiter (equals *Zeus + pater*) that *Hund* bears to κύων. Here was the Germanic people full of "mythology." Grimm gathered it all up, sorted it out, explained it comparatively, and thereby wrote his *chef-d'œuvre*, this gigantic scholar with so much else to his credit. The work is cosmopolitan, world-wide, despite its use of the attributive adjective "Deutsch." The first chapter is entitled quite simply "God." The next is entitled "Worship." There follow chapters on "Temples," "Priests," "Gods," and so on to the final chapter of the first volume, entitled "Wise Women."

Every language and literature is called on for its substantiation, every race is represented, every nationality has its inning. There was many a troubled German in 1835 who could not read the book. Scholars are made, not born. But those who could read it could then say: I now see where our rites, ceremonies, customs, beliefs, literary allusions, and even rights came from. How different even *Faust* might have been had Goethe been privileged to dip deep into this study! But in the later years of his life Goethe was interested primarily in rehashing the classical mythology he had learned from the heavy Hederich, and in attending the meeting of the stockholders of his copper mines, *G.m.b.H.*, with emphasis on the "b."

It is a grimly ironical fact that although Germany has more histories of her literature than any other country in the world, her literature, as a corporate and integrated body of creative writing, is less known abroad than the literatures of some smaller countries. Of all these histories, Gervinus's is really the first. He is the distinguished scholar who wrote in addition the four ponderous volumes on Shakespeare, and the monumental history of the nineteenth century. He is also the professor who was discharged from Göttingen, along with Jakob Grimm and five others, in 1837, for political reasons.

There is nothing else like his history. He is objective. He says once in a while that a given work is too long or too this or that, but ordinarily and as a matter of principle, he passes no opinion. Here are the facts. Writers long since dead, some even whose works died a-borning, are included along with the greatest. There are but precious few quotations, all relegated to footnotes, and not many of these—only 113 in the last volume with its total of 731 great pages. Paragraphs run on and on for pages, some having as many as three thousand words. But the facts are here. This is the father of all later histories. The work (fourth edition) even has a perfect index. It closes with a discussion of Romanticism. It is not much read today. It could be read, with profit, a vast deal more; for even granting its heaviness,

it is reliable: it goes off on no tangents, has no high-sounding nomenclature to explain simple things, and gives a valuable account of Germany's literature. But it is dull.

At the 1934 meeting of the Modern Language Association, Henry Seidel Canby said, what legions of professors have said before him, that you cannot define "literature." It is relatively easy: literature is written matter the reading of which interests us culturally, or enriches us spiritually, without necessarily doing us any good materially, unless we are professors and have to be at least a little efficient in order to hold our jobs.

It cannot be said that the remaining four works enrich the reader spiritually as much as they interest him from a cultural angle. Bettina von Arnim's *Briefwechsel mit einem Kinde* is half truth and half fiction; the other three are pure fiction but based so solidly on the age that they interest us vastly more than they enrich us. Büchner's *Dantons Tod* was recently revived, as a back-wash from the World War; Gutzkow was put in jail for three months, and in Mannheim at that, for the religious views he expressed in *Wally*, and the most Immermann ever did, so far as the general public is concerned, with his *Epigonen* (it means one born, say, thirty years too late) was to popularize a useful word. Even R. T. Ely refers to all writers who write on his subject after any given data as "epigones."

In a sense, Goethe was German literature's gift to the ladies. Since he wrote his affairs up, we know that he had nearly a hundred of them. In one case, Friederike Brion, he was unjust; in one, Lili Schönemann, he was jilted; in one, Christiane Vulpius, he married the woman, his own son being best-man at the wedding; in more than one he was unwise; and in one, Bettina Brentano, both he and she were inexplicable.

In 1772, his Werther period, Goethe came over to Ehrenbreitstein—where the American Army of Occupation was headquartered in 1918—and met Sophie La Roche, herself a writer. She had a daughter, Maximiliane by name, whom Goethe loved. But Max, eighteen years of age, married a prosaic widower by the name of Brentano (the family is widespread: Professor Lujo Brentano died only the other day). They had a daughter, Bettina, Goethe's junior by twenty-six years, who loved him; or at least she thought she did. He had loved Mama, so why not? Who knows whether he loved her? He said so, many times, in writing, but with Goethe that may have been a matter of routine.

When Goethe died, Bettina, wife of the eminently respectable writer Achim von Arnim, wished to raise a great monument, both literary and physical, to him. She took such letters as Goethe had written her, fixed them up, added some of her own fancy, and published the oddest document known to German Romanticism, *Goethes Briefwechsel mit einem Kinde*. From the proceeds of the book, and through popular subscriptions, she hoped to raise the money needed to erect the physical monument which

she herself had modelled. Fortunately the money was not forthcoming, for the model is quite bad. But there was and still is the book. It puzzled scholars. Did Goethe really write these letters? Some even fancied that some of Goethe's sonnets were really written by Bettina. The riddle was solved when, in 1927, Fritz Bergemann published the actual correspondence between the two, entitled *Bettinas Leben und Briefwechsel mit Goethe*. It came out that Goethe not only did not lift sonnets from Bettina but that she took sonnets by him, rewrote them into prose, and made it appear that thus did Goethe love her, when in reality he had written the sonnets in honor of other women. Bettina had forgotten to destroy Goethe's tell-tale rhymes. It is Germany's second *Dichtung und Wahrheit*. Her letters are so much longer than his. It was a woman's attempt to "whitemail" a man.

Apart from the picture of the French Revolution, and the noted argument of Thomas "Payne" bearing on the question as to whether God did or did not create the world—Büchner was twenty-one when he wrote the play and striplings of that age don't know much—the real significance of *Dantons Tod* lies in the fact that the politician goes down when the lime-light of publicity is thrown on his character. Robespierre and Danton are both leaders in the Republican movement. The latter has, however, nothing like the character of the former, though he is for a time more popular with the crowds. But when they begin their mud-slinging campaign, he, Danton, goes to the scaffold, first. 'Twas not always thus, but it is so here.

Gutzkow's novel goes straight back to the Strauss plan. The plot is of the very thinnest. Skeptical Wally becomes involved in, is loved by, three men. She marries the wrong one, the one she really loved least, and commits suicide when the one she loved most sends her a full statement of his ideas of religion. Where Strauss is scholarly, tolerant, and gracious, Gutzkow is brilliant, Shavian, hard, cynical.

Religion he regards as the product of despair, hence it cannot cure despair. Though he says that Jesus "was the noblest of all men," he also says he was the "illegitimate step-son of Joseph." One of his characters remarks that he cannot hear a Beethoven symphony without thinking of a Gothic cathedral. His interlocutor replies that when Beethoven wrote the symphony he was thinking of the gable-roof of a farmer's hut. Gutzkow claimed that in all the riots in Paris the police had never found a culprit who had a savings-bank account, because it requires one hand to make money and another to keep it.

Gutzkow was born in the janitor's basement of the old Academy building on Unter den Linden, where his parents occupied what we would call a room-and-a-half. This same "apartment" was shared with another family. For striking observations, however, *Wally, die Zweiflerin* caps the crop of 1835.

Lack of space, and a slight hitch in the chronology, make adequate treatment of Immermann's *Epigonen* impossible. As published in the first edition it is a work of 1282 pages. Although its composition reaches far back in Immermann's life, and although he wrote the last sentence on the evening of December 12, 1835, the work was not published until Easter 1836. It is a sociological novel depicting German conditions from 1820 to 1830. The contest is between the established aristocracy and the new industrial class. No college student will read the novel, except under duress; yet of the creative works before us it is the greatest.

It is an age of charts, diagrams, graphs, outlines, and *praecisa*. Add them all up, integrate them, synthesize them, correlate them, read, ponder, and inwardly digest them, and then pin a properly-colored flag on the country that shows a more varied or better balance for 1835.

BIBLIOGRAPHICAL NOTE. The following books were used in the writing of this paper: *Die Epigonen: Familienmemoiren in neun Büchern*. Herausgegeben von Karl Immermann, Düsseldorf, 1836. The present writer likes to feel that he is the only private individual in the United States who owns the first edition. First editions in the other cases were inaccessible. Harry Maync discusses the novel in his *Immermann*, Munich, 1921, pp. 371-463. *Das Leben Jesu, für das deutsche Volk bearbeitet*. By David Friedrich Strauss, Leipzig, 1864. *German Anti-Supernaturalism*. Six Lectures on Strauss's "Life of Jesus." By Philip Harwood, London, 1841. *Goethes Briefwechsel mit einem Kinde. Seinem Denkmal*. By Bettina von Arnim, edited by Franz Brümmer, Leipzig, no year (Reclam). *Bettinas Leben und Briefwechsel. Auf Grund des von Reinhold Steig bearbeiteten handschriftlichen Nachlasses*. Edited by Fritz Bergemann. Leipzig, 1927. *Geschichte der Deutschen Dichtung*. By G. G. Gervinus. Four volumes, Leipzig, 1853, 4th edition. *Grundzüge der Historik*. By G. G. Gervinus. Leipzig, 1837. *Gegen G. G. Gervinus*. By Karl Braun. Leipzig, 1871. *Teutonic Mythology*. By Jacob Grimm. Translated from the fourth edition with notes and appendix. By James Steven Stallybrass. Four volumes, London, 1900. *Allgermanische Religionsgeschichte*. By Karl Helm. Heidelberg, 1913. *Georg Büchners Werke und Briefe*. Leipzig, no year (Insel). *Gutzkows Werke, Vierter Theil*. Edited by Reinhold Gensel. Leipzig, no year (Bong).

Deceptive Doubles: Twin Words—With a Difference

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NOT only in the realm of Gilbert and Sullivan is it true that "Things are seldom what they seem." Spaniards wear their rue with a difference, if one can judge by the meanings they sometimes read into words that outwardly are perfectly good English nouns or verbs. In his article "Deceptive Cognates in Spanish"¹ Stephen Scatori points out nearly a hundred Spanish forms that resemble an English word sufficiently to confuse students.

His list made necessary a mental house-cleaning for one teacher who previously had been advising his students to make a logical guess at the meaning of unfamiliar words, basing their guesses on resemblances to known words, whether English or Spanish. Occasionally my students, trying to follow that part of my counsel, would achieve disastrous results by forgetting the rest of it: namely, to check these guesses by the context and then, if in doubt, to consult a dictionary. One boy, reading about a poor beggar who pleaded: "*¡Una limosna, por Dios!*" electrified the class by translating dramatically: "For God's sake, give me a limousine!"

Being on the lookout during my subsequent reading for word-traps, I began to run across many foreign words not only similar, but frequently identical in appearance with English words from which they differ greatly in meaning. What American youth, for instance, brought up to consider the chair as an article of furniture, would ever guess that in Spanish *el chair* is a "skin," as, in French, *la chair* is "flesh." When is a color not a color? Frequently in Spanish, when *grey* is a "flock of sheep" and *red* a "tennis net." And so began this list of deceptive doubles, Spanish words exactly the same as an English word of which they are not even poor relatives.

If accent marks were to be disregarded, the list could be made still larger by the addition of such words as:

anón	laúd	récipe
boíl	máscara	réplica
cané	orífice	reveré
cartón	paúl	robín
compleción	peón	talón
estáte	pólice	trué
iré	raíd	vile, etc.

Lists of cognates and words whose meanings can be guessed by their similarity have been frequently given. T. P. Terry, in his *Short Cuts to*

¹ *Modern Language Journal*, xvi (1931), 396-401.

*Spanish*², devotes forty pages to advice and examples to help learn and recognize "thousands of Spanish English words," by so simple a device as changing the pronunciation, transforming *-dad* to *-ty*, *-o* to *-e*, *-ncia* to *-nce*, etc.

I offer the other side of the picture, a list of dangerous words. Fortunately it is not lengthy, since several years of note-taking has given me only about three hundred of these twin words—with a difference. I note that it is only a tenth of the size of the Terry list of safe words. And so I shall continue to advise my students to study unfamiliar words and then make a logical guess at their meanings. They may occasionally be led astray by fancied philological similarities; but then, that is not impossible even in their native language where "catena," "dogma," "ratify," and "bearable" all hint at zoological meanings which they do not possess. After all, even with the dangerous doublets here set down, their context usually serves to indicate the absurdity of the apparent resemblance. Language is meant to convey thought. Certainly those who attempt to use the Spanish language will not begrudge the thought necessary to avoid being tricked by catchy apparent cognates like those which follow.

a	auditor	cargo	dad
abate	auto	case	dale
abates	autos	cases	dales
abductor		castor	dame
absolver	bale	cave	Dan
absorber	bares	clerical	dare
acre	baste	cobra	dares
acres	bastes	collar	data
actor	bate	coma	date
actual	bates	come	den
ache	be	comes	dice
aches	bode	con	dices
admire	box	concerto	dime
adobe	bozo	conductor	dimes
afore	bread	confines	din
agenda	bribe	conserve	dire
aisle		consume	do
ajar	café	cope	dole
alas	calve	coy	doles
ale	can	Cuba	dome
ales	canape	curse	domes
alto	cancel	cute	domino
amen	canes		Don
Andes	cantor	chafe	doses
are	cape	chagrin	dote
arena	car	chair	dotes
as	caracol	charlatan	dude
ate	cares	china	dudes

² Boston: Houghton Mifflin, 1920.

echo	lamer	note	prior
editor	lance	novel	pulse
Ella	lascar		
embargo	larvas	o	quince
era	late	octave	quite
eras	lava	once	
ere	lay	oral	radio
escape	lea	orate	rape
	lean	ore	real
face	lee	ox	red
faces	leer	oxide	registrar
familiar	liar		regular
fin	lid	pace	relief
final	lie	pacer	relieve
fine	lies	paced	Reo
fines	lime	pagan	replica
formal	load	pan	response
fugue	loan	panes	revolver
fume	Lope	papa	rob
fumes		par	robe
	madrigal	pare	robes
gales	males	pared	rode
gentiles	mama	pares	rodeo
grave	mamas	paste	rogue
graves	mane	pastel	romance
grey	mango	pastes	romper
guardian	mantel	pastor	roses
	mar	pastoral	rote
ha	mares	peal	rue
Hades	masque	peer	ruin
hale	mate	peso	rule
halo	mates	pie	rumor
hare	mayor	pies	
has	mesa	pile	saber
hay	mete	pillar	sale
he	meter	pinto	sales
Honduras	miles	pipe	saliva
humane	mine	pique	salve
humor	mire	place	salvo
	mires	placer	sane
Ida	miserable	places	sauce
in	mole	plague	sea
interne	moles	planes	serene
ire	moral	plus	sin
iris	more	pone	sincere
	mores	pones	sin embargo
James	mosquito	pope	single
jota	mote	pose	so
	motive	poses	solar
la		precise	soled
lame	natural	pretender	soles
lames	nave	primer	solo

solos	tapes	ton	valor
soluble	tea	tope	vase
solve	temple	toque	vender
son	temples	trance	verse
soy	ten	tranquil	vice
suave	tender	tray	vine
suite	terse	tripe	vise
surge	tingle	tune	vivid
	tire		vote
tales	tires	use	vulgar
tan	to		
tape	tome	vale	ye
	tomes	vales	

Gender of French Nouns by Endings

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FOR third-year composition in the University of California I have been using for some time a list of nouns arranged as to gender by their endings. For such a list to be useful it need not be absolutely complete, since many technical terms are never needed by students for college composition. Experience has shown, however, that even common words escape attention; this list may then stimulate the reader to make useful additions, and serve also, I trust, as a convenient tool.

Of the many helps for learning genders in French, none is complete within a single classification. Names of rivers, countries, professions, and the like, are helpful, but only for a very limited number of words. It is also useful to know the Latin *etyma*, but such knowledge is rare even among graduate students. Noun-endings offer a classification available to all students, and one which can really be learned in a very short time.

A cursory examination of the list will show its merits and defects. Words ending in consonants are obviously usually masculine: the exceptions are mostly common words. Words ending in mute *-e* are more difficult to classify, but the smallest number of words of a single gender with the same ending were considered as exceptions: thus, in *-be*, for five masculine words there are at least ten common feminine ones.

In so compact a list it becomes necessary for the instructor to explain several details. The starred words, having two genders, usually with different meanings, demand definition. Of these, some, such as *le part* and *le période*, are hardly worth even mentioning, so limited is their usage. The instructor must further impress on the student the difference between noun and substantive, for the latter varies in gender: it is neuter when referring to abstractions (*le faux, le vague*), masculine when referring to male things (*le mort*), feminine when referring to female things (*la morte, la fourbe*). Borderline words, really substantives but commonly used as regular nouns, should be included in the list: such are *la typhoïde, annexe*.

Some instructors may find distinctions according to abstract and concrete ideas impracticable, but these distinctions have always helped students here and been very acceptable to them. Finally, the list is published in French, as this is considered the most fitting form in which to present it to university students.

LE GENRE DES NOMS D'APRÈS LES TERMINAISONS

Les mots qui se terminent par des consonnes sont masculins, exc. :

- f la nef, soif, clef
- m la faim
- n la fin, main, et les mots abstraits en **-ion**, **-son**, **-çon**, exc. le soupçon. Les mots concrets en **-ion**, **-son**, **-çon**, sont masc. exc. la maison, boisson, moisson, prison, chanson
- r la chair, mer, cuiller, cour, tour*, et les mots abstraits en **-eur** (exc. le malheur, honneur, labeur)
- s les mœurs, la brebis, souris, fois, vis, gens*
- t la dot, dent, nuit, jument, part*, forêt, mort, hart
- x la chaux, croix, faux, noix, paix, voix, toux, perdrix

Les mots terminés par voyelle (exc. **-e** muet), sont masc., exc. :

- a la polka, mazurka, véranda
- é (les mots en **-té** et **-tié** sont fém. exc. le traité, comité, côté, été, député)
- i la fourmi, merci, loi, foi, paroi
- o la virago, auto, radio* **-u** la vertu, bru, tribu, eau, peau, glu

Les mots en **-e** muet final varient de genre :

- be sont fém. exc. le verbe, proverbe, cube, tube, astrolabe
- ce sont fém. exc. le commerce, divorce, silence, pouce, sacerdoce, négoce, et les mots en **-ice**, qui sont masc. exc. la justice, lice, notice, cicatrice, police, milice, malice, avarice, les comices, délices
- che fém. exc. reproche, porche, manche*, relâche*, pastiche, acrostiche
- de fém. exc. le remède, épisode, prélude, monde, mode*, solde*, hexacorde, monocorde, et les mots en **-ide** qui sont masc. exc. la ride, guide*, égide, abside, typhoïde, aide*
- ée fém. exc. lycée, musée, trophée, empyrée, caducée, colisée, pygmée, trochée, mausolée, scarabée, prytanée, pongée
- ge sont masc. exc. la cage, image, nage, page*, plage, rage; asperge, auberge, auge, verge, charge, marge, orge, gorge, louange, orange, fange, forge, horloge*, florilège, neige, tige
- gue fém. exc. le dogue, orgue, pédagogue et **-logue** (exc. une églogue)
- ie sont fém. exc. le génie, incendie, parapluie, foie, bogie
- le après voyelle sont masc. exc. la capitale, cathédrale, cabale, rafale, morale, cymbale, cale; clientèle, poêle*; bile, argile, île, sébile, huile, voile*, toile, étoile; boussole, idole, sole, banderole, obole, parabole, vérole, métropole; **-oule** et **-ule** sont fém. exc. le moule*, émule, scrupule, crépuscule, préambule, pendule*
- le après consonne sont masc. exc. la règle, hièble, table, cible, débâcle, boucle **-lle** sont fém. exc. le quadrille, intervalle, libelle, rebelle, vaudeville, Marseille, Versailles
- me après cons. sont masc. exc. la forme (cf. un uniforme), réforme, ferme, arme, énigme, alarme, larme, épigramme, anagramme, flamme, somme*, gomme
- me après voyelle varient :
 - aume, -ème, -ome, -ume sont masc. exc. la paume, blasphème, crème, coutume, écume
 - ame, -ime sont fém. exc. le drame, crime, régime, abîme
- ne sont fém. exc. le domaine, Maine*, moine, règne, peigne, signe, insigne, aune*, cyclone, hymne, organe, phénomène, renne
- pe sont fém. exc. le groupe, type, principe, aspe, crêpe*
- phe sont masc. si le mot commence par une consonne, le paragraphe, autrement fém., orthographe, et la strophe, catastrophe

- que sont fém. exc. le manque, masque*, casque, pulque, Mexique, portique, soque, colloque, phoque, Pâques*, astérisque
- re préc. de cons. sont masc. exc. la cendre, foudre, escadre, algèbre, ombre, encre, nacre, montre, mitre, poutre, darter, fenêtre, outre, œuvre*, manœuvre*, lèvres, fièvre, livre*, offre
- re après voyelle sont fém. exc. le murmure, augure, mercure, ciboire, délire, phare, et les mots en -tère et -toire (exc. la victoire, mémoire*), dictionnaire, douaire, lumineux, et les professions apothicaire, etc.
- rre sont fém. exc. le bécarré, beurre, parterre, tonnerre, verre, lierre
- se sont fém. exc. le dièse, malaise, mousse*, Péloponèse, tamise, vase*, carrosse, morse
- te après cons. sont masc. exc. la peste, geste*, fonte, honte, porte, sorte, vente, pente, soupente, charpente, bacchante, charte, perte, piste, liste, secte, crypte, récolte, quarte, insulte
- te après voyelle sont fém., exc. le doute, vote, hôte, rite, glte, parachute, athlète, prophète, poète, mérite
- ue sont toujours fém., la rue, roue, queue, recrue
- ve sont fém. exc. le fleuve, glaive, gave, rêve
- xe sont masc. exc. la rixe, syntaxe, taxe, annexe

Excepté -mme, -rre, et -lle, toute terminaison en double consonne plus -e indique un mot féminin: la jatte, gaffe, hotte, vedette

Released Realia

By ELIZABETH BREAZEALE

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RELEASED more often and more effectively from closet shelves and desk drawers! This, the writer decided some months ago, must happen to her own stock of realia. The decision was prompted by the following thought: "This material represents in large part either wasted money or wasted opportunity. If the former, most of it should be cleared out; if the latter, most of it should be put to use."

In looking about for thoroughly acceptable ways of using her realia, the writer realized that none was to be considered which would entail too much work on the part of the teacher, or too much time on the part of the class, or too little attention on the part of the student. These disadvantages characterize many of the methods in general practice. For instance, the student little heeds the mere presence of posters, nor does he retain much when he is shown pictures one after another. The writer's search for better technique resulted in several practicable plans, the most successful of which are here briefly described.

One teacher, aware that children, like their elders, often see without noting, devised a simple plan for familiarizing the students with the beauties and celebrated places of France. In each of the grades in which a particular region is to be visited, she gives to the students at the beginning of the term a list of questions about the assigned region, the answers to which they will find by looking at the post-card views in an album placed in the school library. The matter is then dismissed from her mind until the end of the term, when she chooses two or three of the questions to make up part of the final examinations. Here are sample questions of the series relating to the Château Country and Brittany:

Which one of the châteaux is built out over water?

Describe two styles of coiffes.

What is a *calvaire*?

For what is Carnac noted?

Sample questions for the class "doing" Paris are:

How is the Pont Alexandre to be recognized?

If you stood at the Arc du Carrousel and looked toward the Place de la Concorde, what would you see in the distance?

How many windows are there in the façade of Notre Dame?

What kind of building does the Madeleine resemble?

True, some of the facts contained in the answers to the foregoing questions are of little importance. The value of a questionnaire of this kind lies in its by-products, that is, in the complete images permanently fixed in

the student's mind as a result of his having to observe, reflect, and compare instead of just passively looking. Needless to say, the teacher can add interest to the subject by sending the students to reference books for topics meriting special attention.

In one school the third-year students become acquainted with masterpieces of French painting. The teacher's plan for treating the subject is similar to the one described above. There are questions based on a collection of Seeman prints and post-card reproductions arranged in chronological order in a scrap-book. Representative questions are:

- What was the favorite subject of the earliest French painters?
- Name two artists who concerned themselves with the pleasures of society.
- What was Millet's favorite subject?
- How may a Corot be usually recognized?
- Name two women painters.
- Which of Van Gogh's works do you like best, or perhaps dislike least?
- With which pictures of this collection were you already familiar?
- Which four of those that are new to you would you like to own?

The plan which has been described offers the special advantage of not encroaching on the limited time which the student has with his teacher. Since the association of teacher and student is necessary to the success of most features of foreign language study, whatever the student is able to do satisfactorily by himself he should be required to do by himself. There are, however, some good plans for the use of realia which are best carried out during the class period and which are fruitful enough to be given the time they demand. The following one for vocabulary enrichment is particularly recommended. The pages of a catalogue from a French department store are distributed among the students, each of whom then sets about making a list of new words from the illustrations of the objects which interest him. From time to time he exchanges pages with a neighbor or consults the teacher or a dictionary to verify the meaning of a word. The list which is finally drawn up forms the material of the homework assignment, an exercise in sentence building.

Since, in contrast to the many items of realia for the eye, the only item for the ear is the phonograph, its use has a certain importance in the program. The most effective way, to the writer's knowledge, of encouraging intelligent listening is to have the students follow a phonograph selection with the help of a mimeographed text from which words and phrases have been omitted here and there. The filling in of the blanks elicits a sustained concentration rarely shown in other exercises of the work. If the students are asked not to write on the mimeographed sheets, the same set may be used term after term.

The devices which have been described in this article are examples of what can be done, though in a small way, in the great fight against futility, the fight which challenges the teacher's most alert forces.

Why I Believe the American High School Should Teach Foreign Languages

By BAYARD Q. MORGAN
Stanford University, California

TO BEGIN WITH, I believe all thinking persons will agree that language is indispensable to human communication and to human thought; that it is the most essential instrument of all intellectual life. If this is true, then it follows that one of the most important functions of the school, which should provide the basis for better and higher thinking, is the development of language mastery in its pupils. This is one of the reasons why the study of languages, both native and foreign, has always occupied a prominent place in all modern schemes of secondary and higher education; and on the other hand, it is one of the reasons why the correct, apt, and forceful use of language is one of the surest criterions of the educated person.

Granted that by "language mastery" we mean primarily mastery of the pupil's native tongue, it may fairly be claimed that the study of foreign languages has a definite contribution to make toward the attainment of it, and many experienced teachers of English are convinced that pupils who have not studied a foreign language are at a distinct disadvantage in comparison with those who have. In their experience, the study of foreign languages reacts favorably upon enunciation and pronunciation, helps the pupil to understand the nature and function of grammar, sharpens his critical understanding of English writing, and improves his power of self-expression. This results from the fact that whereas the mother-tongue is learned in childhood without effort and without much rationalizing, every phase of the process of foreign language learning is consciously undertaken and understood.

From this conscious learning-process, but also from the peculiar character of the materials and the objectives of language study, derives the chief contribution which the attempt to learn a foreign language makes to the educational process as a whole. This may be viewed under three heads: disciplinary, cultural, and practical. I am one of those old-fashioned persons who believe that education not only supplies information but also trains the mind, and that the continued effort to memorize and recall, to compare and contrast, to combine and relate disparate groups of facts, is one important aspect of mental training. On its cultural side, language study appeals to the esthetic sense, stimulates the imagination, and helps to develop ethical and philosophical conceptions. The practical phase need

not be stressed, as language makes no greater claim in this respect than other subjects; but it should not be forgotten altogether. In another respect, foreign language study makes a unique contribution to education. Nearly all other subjects in the high-school curriculum may be studied in semester-units without any necessary sequence; language is of such a character that the work of the first semester is prerequisite to that of the second, and so on.

Out of what we may call this cumulative character of language study develops, in my opinion, a special duty of the high school; for on the one hand, foreign languages are less fitted for self-instruction than almost any other subject, while on the other hand it is obvious that, if third-year work presupposes two years of preparation, it will be impossible for the pupil to make up in college what he has failed to do in high school. But a knowledge of foreign languages is useful in many walks of life and indispensable in some, as in all candidacy for higher degrees. Nor can the student rely upon translated material: many important works are slow to be translated, many of them are never translated at all. There are those who claim that the high school has no duty to the college; but I view the educational system of a country as a series of ladders, separate but connected, or as a pyramid whose base comprises the graded schools, its apex the graduate schools. As futile to detach the college and graduate school from the secondary school as to hang the apex of a pyramid in the air. Without leaders the people will perish; and the high school, in preparing for college the admittedly small percentage of pupils who go to it, is doing its share in that intricate and protracted process whereby the nation's leaders must be trained for their future responsibilities.

Within the high school itself, foreign language study has a high value in return for a moderate investment: it is widely popular, its teaching well standardized, intelligent, and generally competent, and it is one of the least expensive subjects, both in space and money, in the curriculum. Moreover, foreign languages add to the life of the school a variety of interests and color for which there is no substitute.

But what of the graduate of the school who does not go to college? It is frequently assumed that unless the pupil goes to college, where language credits are "required," the time spent in the language class has been wasted. But if an inquiry were to be made into the surrender value of all the high-school subjects, i.e., as regards their contribution to the post-graduate life of the pupil, I am convinced that no subject would rate higher than the modern foreign languages. What other branch of learning opens up such unlimited possibilities for useful occupation, personal improvement along the cultural lines, and a high type of mental enjoyment? Moreover, the personal satisfaction which the high-school graduate derives from his ability to speak or read a foreign language, even to a very limited extent, is revealed again and again in talks I have with them.

Finally, I beg to point out that modern civilization demands not only good citizenship at home, but abroad as well: the "international mind" is one of the prerequisites for world co-operation and world peace. By teaching modern foreign languages, the American high school is helping to make our boys and girls internationally minded, and so by training them for the responsibilities toward other nations which they should be prepared to meet, is helping to make our nation adequate to the rôle it ought to play in the future progress of the civilized world.*

* For a fuller development of the writer's ideas on this subject, see "The Place of Modern Foreign Languages in the American High School," *School and Society*, xxvii (1928), 185.

Language Appreciation

By LAWRENCE A. WILKINS

Director of Foreign Languages, Public Schools, City of New York

LANGUAGE is man's chief medium of expression. All the civilization and progress of the world is recorded in language media. Language is thought and thought is language. Were the power of man to express himself in spoken and written language suddenly taken from him, civilization would come abruptly to an end, and man would then be as any other animal dumb, drifting, hopeless, a prey to instincts and blind emotions.

The study and perfection of language is, therefore, the very basis of all education, of all progress, of all civilization. Language study is the core of humanism, of humanistic education. In an educational world torn between humanism on the one hand and pragmatic, blind utilitarianism (often disguised as science or commerce) on the other, those there are who, especially in days of economic stress, look only to the latter for salvation, who would force into utilitarian moulds all our educational trends, all our pedagogical philosophy.

Such counselors are blind to the teaching of the past. In all the great forward surges of human progress, humanism and humanistic doctrines have led the way. Even in periods of great scientific advancement, the utilitarian has always been necessarily and inevitably based in humanistic attainments. Without the language stratum, without linguistic expression and power, science could not have begun, could not have progressed, could not have sustained itself.

I have referred to language as the tool of thought, even as thought itself. But language, as we foreign language teachers regard the subject, is a gem of many facets, as numerous, at least, as are the foreign idioms we try to teach in the schools. In each of these language divisions we observe, appraise, and esteem intrinsic and peculiar values of humanism, of linguistic wealth. As the bright ray of language breaks into the kaleidoscopic colors of the linguistic spectrum, we, trained in appreciation thereof, see glowing beauties of the highest value to the education of youth.

These humanistic beauties and values we have in some way failed to make properly known in a utilitarian and changing educational world. We have not, somehow, successfully championed the linguistic humanism in which we profoundly believe. We have been inarticulate in presentation, rutinary in practice, supine in the presence of opposition, lacking in conviction, and confused in our own points of view. It is high time that we became articulate, militant, and convincing in a united effort to stem the tide of

unthinking though powerful, expedient though unjustified, massed though largely leaderless, opposition to language teaching in secondary schools.

This united front which we must solidly form should, I am convinced, be based in the cause of humanism, in the rich background of humanistic values of linguistics. This seems to me our fundamental position, one which we must stoutly maintain, in the face of "practicarian" hostility.

I believe that on this basis we can even justify the teaching of languages to those of sub-normal linguistic ability—as generally estimated. Even for the poor East Side youth, to whom the word humanism would mean absolutely less than nothing, linguistic humanism may be made, I believe, actually to function, quite unsuspected by him. And how?—you ask.

Is *active* art for all? Can all be taught to draw, to sketch, to paint, to model in clay? There are those who claim that in one or more of these media any human being can "express himself" to some extent, can find satisfaction and pleasure for himself, though his efforts may bring little joy to others. In what are known as "progressive" schools, I believe a part of the program calls for a gentle and disguised leading of the young person to attempt some such expression. But there has been found another type of art education that is not *active*, but, shall we say, *passive*, at least at the start. This new type is known as art appreciation. It is aimed at awakening a feeling for the beautiful—in the lines of furniture, in the combinations of colors and lines in dress, in the weave of a rug or carpet, in the design of an automobile or a window or of a pair of shoes.

Is this *passive* art of any value? I should say that it has the greatest educational value of any phase of art in education. The appreciation of what we call beauty and harmony is the appreciation perhaps of truth in its essence.

Not all can be taught to paint, to carve, to model. But all can be taught to appreciate the painting, the carving, the statue. Not all can be taught to sing. But cannot all be led to lose themselves in the song? Not all can be taught to pronounce French correctly, to recite German poetry glibly, to converse readily in sonorous Spanish, to read with expression the thundering periods of Cicero. But cannot all be taught to understand and feel the beauty and worth of Latin, Italian, Spanish, German, or French prose or poetry as it is presented to the eye or ear? Cannot all learn to read, passively, if you will, the foreign language? Why expect them all to express themselves actively, creatively in that foreign idiom, any more than to demand that all learn to chisel marble, to paint a portrait or to use a camera, beautifully?

Art appreciation is, in my mind, one of the great media of humanistic education. Cannot language appreciation, especially in view of the basicness of language, be made also a great tool of humanistic education?

And how? Let us frankly take a page from the art appreciation field and, *mutatis mutandis*, apply it to the development of language appreciation. Note that art appreciation is largely passive. It seeks to build up truthful reactions in the presence of the beautiful. It stresses no code to be learned—as do our language teachers who drill eternally in grammar. It does not demand that the pupil *do*, that he *create*, but that he *react*. It is conducted with the hope that *reaction* may, in many cases, result in *action*, in *creation*, but it is a procedure, a process which in and of itself is amply justified and has a place of its own in secondary humanistic education. We have been demanding in language teaching that the pupil *do*; that he analyze, compare, compose and even master! We have always wanted him to be so active, so regurgitant of what we pour into him, so analytic, that he hasn't had a chance to be passive, to take in, to imbibe, to react from what he already has within him, to synthesize.

By *passiveness* in language study I do not, of course, mean that he is to be a mere recipient, ready to regurgitate. He is to be *reactively* passive. Out of such an attitude may develop creative language power, ability to *do actively* as well as *reactively* linguistic work.

Specifically, what? Well, here are the chief ingredients, not thoroughly proportioned as yet one to the other, but basic, essential. First of all, little or no grammatical analysis and drill. Then much, very much, simple oral practice. Then mix with much, very much, memorizing of prose and poetry in simple forms. Much reading of the simplest kind of foreign language text. Much singing of songs in the foreign language (folk-songs especially; also American songs translated into the foreign tongue). Many dramatizations, made by the teacher and/or the pupils, presented as little playlets or sketches before the class or as puppet shows. Much use of visual-aural material of all kinds (slides, films, stamps, scrapbooks, puzzles, phonograph records and spoken films). Much reading in English about the foreign lands, tales of adventure, geography, rudiments of history, interesting accounts of curious customs and costumes. All this at a pace permitting enjoyable absorption, plentiful interested reaction. The key-note should be enjoyment, interested, intelligent, quickened enjoyment. And again let's say, little or no grammatical analysis and drill.

And for whom? For the so-called linguistic subnormals; for the language "dubs" if you will; for those whose elementary-school records combined with their intelligent quotient present an *apparently* unfavorable index for foreign language learning.

And for how long? For one year, with the next step a transfer into a second-term normal program in the language, if ability to follow such a course has been shown in the "language appreciation" course.

And what of the other pupils, the normal and supernormal? The pre-

scription would be our recently revised and adopted syllabus* which provides for reading for enjoyment as the chief aim.

Two types of courses, then? Yes, one in *language*, of the present type, and one in *language appreciation*, of the type I have described briefly and in general terms.

With such a double-track program, I think foreign language teachers can do their part in maintaining and promoting humanistic secondary education and contributing to the social efficiency and enjoyment of the young—unless all such education is swept away into outer darkness by the “practician” mob.

A Note on the Spanish Adversative Conjunction “Sino”

By DOROTHY CLOTELLE CLARKE
Berkeley, California

SINCE students often have difficulty in understanding the use of the adversative conjunction *Sino* in Spanish, I have worked out the following rule, which is based on many examples from well-known Spanish authors.

Rule: The adversative conjunction *Sino*, “but,” is generally used in Spanish to join two like clauses, phrases, or parts of speech of parallel construction, the first of the two, expressed or understood, being found in a negative or interrogative statement, while the second excludes, denies, or contrasts the first. A clause or phrase may be regarded as a simple part of speech (noun, adjective, or adverb). *Sino* is often followed by a redundant *que* before a long independent clause.

* *Syllabus of Minima in Modern Foreign Languages*, Board of Education, City of New York, 1931; reprinted, 1934.

Second Annual Survey of Research and Experimentation in Modern Foreign Language Teaching

By JAMES B. THARP

Assistant Managing Editor, *Modern Language Journal*
Ohio State University, Columbus, Ohio

THE first nation-wide survey of research in foreign language teaching problems conducted by the National Federation of Modern Language Teachers was reported by the chairman of the survey committee, Otto F. Bond, in the May, 1934, issue of the *Modern Language Journal*. About 1000 government double post-card questionnaires were sent out and a return of 40 per cent was received, of which about one-fourth reported research in progress.

On the resignation of Mr. Bond, the undersigned was asked to direct the second survey. The questions to be asked were the same: (1) Is there any experimentation or research in FOREIGN LANGUAGE TEACHING going on in your department? (2) Department of ———; (3) Person directing research; (4) Date when work was begun; (5) What published results are available? (6) Specific problems being investigated.

The committee was directed to ask one new question, in view of the reported threats of loss of foreign language study in high-school and college curricula: (7) "What changes have been made or proposed in your foreign language curriculum?"

In order to permit comparison, this report will follow the plan of the Bond report: distribution of returns by geographical regions and languages taught; analysis of responses in order of questions asked, arranged in order of rank by number of responses received; comparisons with last year's report. This report will list high schools and colleges separately.

Since the first report had used the mailing list of the *Journal* and it seemed logical that the subscribers to that professional organ would be most likely the ones engaged in research, it was decided to insert the questionnaire with a business reply postcard in the pages of the *Journal* itself, thus assuring every subscriber of a copy—if he reads his magazines—and perhaps saving postage on those who would not respond. The insert came out in the March, 1935, issue, and it was very soon apparent that those "Unknowns" referred to by Bond, who would not even tear off the card, mark it "No," and mail it at no cost to themselves, were still of considerable number. At the request of the writer, Mr. Wheeler mailed out supplementary questionnaires to 350 college departments selected from the Modern Language Association roster, and there is strong evidence that the greater proportion of responses came from this group.

It was strongly urged that negative replies be sent in, so that the picture might be more complete. Many persons must have felt that silence would imply a negative answer, and others may have feared some reproach from negative replies. Although the writer does not agree with a public high-school teacher of New England, he was glad to get his card and found the candor refreshing in the following responses: (1) "Always"; (2) "French, Spanish, German, Italian"; (3-5) "We're at it all the time with every class, no fancy names or reports but constant attempt to improve work"; (6) "I wish language teachers (alone among teachers) might stay away from these modern statistics, scale, and chart 'rackets' "; (7) "We have tried to vary classes and class materials according to future needs of pupils, but after all, it's only a bluff you know." Although this teacher sounds like a cynic or a pessimist, I should expect to find excellent work in his classes, and predict an affirmative report on the next survey. At least, he reads his *Journal*.

TABLE I
REGIONAL DISTRIBUTION OF REPLIES

'35 Rank	Regional group ¹	'34 Rank	Negative		Affirmative		Totals		Totals		Percentages affirm.
			H.S.	Coll.	H.S.	Coll.	H.S.	Coll.	Neg.	Aff.	
1	Central	1	5	30	6	20	11	50	35	26	39
2	Atl. Cent.	3	7	26	9	11	16	37	33	20	30
3	New Eng.	6	6	15	1	7	7	22	21	8	12
4	Southern	5	1	10	1	3	2	13	11	4	6
5	Pac. Slope	4	4	5	4	3	8	8	9	7	10
6	Rocky Mt. East	2	1	2	—	2	1	4	3	2	3
Totals			24	88	21	46	45	134	112	67	
Percentages							23	77	63	37	

¹ The divisional groups are as follows: *Central*: Kentucky, Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, North Dakota, South Dakota; *Atlantic Central*: New York, Pennsylvania, New Jersey, Delaware, Maryland, Virginia, West Virginia, District of Columbia; *New England*: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut; *Pacific Slope*: Washington, Oregon, California, Nevada, Arizona, Utah, Idaho; *Southern*: North Carolina, South Carolina, Georgia, Florida, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas; *Rocky Mountain East*: Montana, Wyoming, Colorado, New Mexico.

Table I presents the distribution of replies arranged in order of rank of the number of affirmative responses from the regions set up in the Bond report. The total number of returns is much less than last year, but the 67 affirmative replies on research and 101 reports of curriculum changes com-

pare favorably with the 95 affirmative replies of last year. In fact last year only 25 per cent of the responses were affirmative, while this year the 67 "yes"-people represent 37 per cent of the total return. That 77 per cent of the replies were from colleges is doubtless due to the supplementary cards mailed by Wheeler, and the possible fact that people respond better when addressed personally.

The Central region holds undisputed first place in research activity, with 39 per cent of the affirmative replies, while Atlantic Central advances one rank from last year with 30 per cent, both percentages practically the same as last year. New England moves from sixth to third place, while Rocky Mountain East drops from second to sixth. While 403 replies came from 32 states last year, these 179 replies come from 43 states. One may assume with Bond that, in addition to this rather well-spread reported activity, there are hundreds of serious-minded teachers going quietly about their work, and that really each class represents a new experiment.

An analysis of question (2) shows returns from language departments as follows: French, 22; Modern Languages, 21; German, 19; Romance, 16; Spanish, 12; Supervisors and Education, 5; French and German, 1; Italian, 1. Reports came from one city and one state language supervisor, and a long letter from the Linguistic Research Associate of the International Auxiliary Language Association, all affirmative. A goodly sprinkling of the 45 high-school replies were from private academies.

Sixty-one of the 67 affirmative replies gave an answer to question (4): 4 experiments are to start in the fall of 1935; 10 are no older than January, 1935; 15 date from September, 1934; and 8 from September, 1933. Hence more than half the research is less than two years old. Three experiments are 5 years old, and three more 4 years old; then follow five 5-year-olds; two 6-year; four 7-year; two 8-year; two 11-year; and one hoary experiment that began in 1915, showing patience, persistence, and scientific caution and perhaps success and satisfaction. Of the experiments reported, only thirteen had been published, mostly the earlier ones; six persons contributed reprints of their publications for the files of the survey.

Although the writer cannot be sure that his interpretation of the categories of research problems set up by the first survey report is the same as that of Mr. Bond, the original list of seventeen problems was retained. The list below, arranged in order of rank in this report, shows last year's rank and separate figures for high school and college. The total of 78 cases is accounted for by some schools reporting more than one experiment.

The fact that *Reading* experiments have moved to first place finds corroboration in the report in Table III below, that there have been more curricular changes in this area than any other. The closely associated topic of *Vocabulary* is tied for first place, and *Course Planning* remains third in a tie with *Methods*. In the first two categories the greater activity is shown in

TABLE II
RANKING ORDER OF THE CATEGORIES OF RESEARCH AND EXPERIMENTATION

'35 Rank	'34 Rank	Category	Description	Cases			Dup.
				H.S.	Coll.	Sup'r.	
1½	5	<i>Reading:</i>	Testing, materials, teaching techniques, values	2	10		1
1½	2	<i>Vocabulary:</i>	Techniques, devices, lists, testing, control	2	9	1	6
3½	3	<i>Course Planning:</i>	Unification of aims, min. essentials	3	5		2
3½	1	<i>Methods:</i>	reading, individualized, group, oral-aural, etc.	4	4		3
5½	13	<i>Special Courses:</i>	"survey," "honors," "scientific," etc.	1	5		2
5½	10	<i>Grammar and Syntax:</i>	frequencies, testing, time values	3	3		1
7½	4	<i>Testing:</i>	techniques, placement, progress, achievement		4	1	1
7½	11	<i>Psychol. Factors:</i>	forgetting, correlations, processes	1	4		2
9	16	<i>General Language Course:</i>	planning, evaluation	1		3	1
11	6	<i>Phonetics and Pronunciation:</i>	testing, methods, stress		2	1	1
11	7	<i>Oral-Aural Training:</i>	aids, time-values, methods, stress	1	1	1	2
11	8	<i>Teaching:</i>	teacher-training, surveys, practice procedure		3		
14	9	<i>Foreign Contacts:</i>	overseas study, radio, films, "realia"		1		
14	12	<i>Composition:</i>	marking, planning, errors, values, testing	1			
14	15	<i>Language Failures:</i>	causes, correction, sectioning, etc.		1		
16	14	<i>Language Errors:</i>	types, analysis, correction, prevention				
17	17	<i>Memory Work:</i>	types, value, procedures				

colleges, but the third and fourth are receiving more equal concern. The difference of interpretation of categories may have dropped *Methods* from first to fourth place, but the question is still giving major concern. *Special Courses* jumps from thirteenth to fifth rank, with stronger attention in the colleges. It is interesting to note the topics being studied by supervisors and teachers of foreign language education, and the fact that *Psychological Factors* are receiving more attention. Two categories, both low in last year's report, did not receive mention. As in last year's report, the first four categories contain more than half the cases.

Many teachers will be more interested in the results on question (7) than in the report of research. President DiBartolo was especially concerned with this question in his appeal to teachers to reply to the survey. The fact that 101 replies (56 per cent) reported curricular changes, in itself a species of experiment, indicates a greater activity in *Course Planning* than was reported as such. Of the twenty-six categories of Table III, covering both

high-school and college work, fourteen were mentioned two or more times, and twelve only once. As in Table II there are several duplications, where one school reported more than one change. The categories are arranged in order of rank of total number of mentions.

TABLE III
RANKING ORDER OF THE CATEGORIES OF CURRICULAR CHANGES

Rank	Categories	Analysis	Cases	
			H.S.	Coll.
1	Stress reading; less stress on grammar	Method	6	12
2	New classes added	+		12
3	Comprehensive exams for graduation	adm.	1	6
5	Revision of course of study	adm.	3	3
5	Grad. requirement: read one f. l. by test	adm.		6
5	Drop French, German, or Spanish ¹	—	4	2
7½	Study time reduced	—	2	3
7½	Minor changes in organization	adm.	2	3
10	Class acceleration	adm.	1	3
10	Add civilization study (in Eng. or Fr.)	+	3	1
10	Add French, German or Spanish ²	+	3	1
12½	Terminal courses for non-continuants	adm.	1	2
12½	Placement tests at entrance and intervals	adm.		3
14	No f. l. in Jr. H. S.; delay till Sr. H. S.	—	2	
15-26	Use of laboratory technique	Method		1
(20½	Reading knowledge of 2d f. l. required of m. l. major	adm.		1
each)	Some classes dropped	—		1
	Classes, Year I and II, alternate	—	1	
	Combined major (French and German)	—		1
	No f. l. required for B.S. degree	—		1
	Graduating requirements reduced	—		1
	General Language dropped or delayed	—	1	
	Offer new course in Gen. Language	+	1	
	Start f. l. in 5th and 6th grades	+	1	
	Study time and grad. requirements increased	+		1
	More drill, intensive repetition	Method		1

¹ Languages concerned: *college*, one Spanish, one French (first year courses dropped); *high school*, one French, two Spanish, one German and Spanish.

² Languages concerned: *college*, German; *high school*, one French, two German.

It will be noted that three categories represent changes in methods of instruction, and eight are changes of administrative policy. Of the fifteen other categories, nine are deemed losses and six deemed gains. It may be noted, however, that most of the losses are categories mentioned only once; within the first fourteen ranks three gains balance the three losses. Moreover, if a point-ratio were figured considering the frequency of each gain or loss, it would show that the gains outweigh the losses.

In summary, it may be noted that research is continuing and is scattered widely, with more concentrated activity in the Central States. By inspection one may see a correlation between frequency of research projects and frequency of curriculum change. Courses of study are being overhauled, with teaching stress turning to emphasis on reading. Objective tests are increasing in use: as achievement tests for graduation and for correction of placement. Classes are being added—with some special attention to civilization materials—and classes are being dropped. Although these reports are only samplings of nation-wide activity, and many cases of curricular loss may not have been reported (the writer knows personally several gains that have not been reported by the teachers concerned), it would seem that the profession need not be unduly worried over its place in the school curriculum.

A start is being made to create a sort of clearing-house on foreign language research through the medium of the survey committee. Cards are being made describing each experiment and noting its progress. Other cards will list under each category the places and persons experimenting. These cards should be passed along to successive survey committees and the data kept up to date from year to year. The chairman of this committee should keep the files and receive correspondence throughout the year from workers. Any teacher who contemplates an experiment might write in and receive the names of persons and places where similar experiments are in progress, together with titles of published reports.

This committee, in tendering its report, wishes to thank those teachers who responded to the questionnaire, and to urge the profession, especially high-school teachers, to start studying under controlled experimental conditions some of the many problems pressing us for solution or for more light. When you start working let your colleagues know what you are doing: write to the assistant managing editor in charge of research—at present the writer—describing your investigations. Finally, give the survey committee an annual report of your progress on the questionnaire cards. Research does not mean tables and charts; it is the foundation of all science. *Of course* we are trying constantly to improve our product; and it's no "bluff," it's dead serious business.

Members of the Committee:

- E. W. BAGSTER-COLLINS, *Columbia University*
- C. M. PURIN, *University of Wisconsin Extension, Milwaukee*
- G. W. H. SHIELD, *Los Angeles Schools*
- C. A. WHEELER, *Tufts College*
- JAMES B. THARP, *Ohio State University, Chairman*

Doctor's Degrees in Modern Foreign Languages 1934-35

Compiled by HENRY GRATTAN DOYLE,
Managing Editor, *Modern Language Journal*
The George Washington University, Washington, D. C.

FOLLOWING is a list of recipients of the degree of Doctor of Philosophy from American universities during the academic year 1934-35 with majors in French, German, Spanish, Italian, or related fields, together with dates and sources of previous degrees, fields of study, and titles of the respective theses. Degrees are not listed unless they were actually conferred during the academic year 1934-35.*

BROWN UNIVERSITY—*Wilbur Merrill Frohock*, Ph.B., Brown University, 1930; A.M., *ibid.*, 1931; (Romance Languages): "Pierre Lasserre; The Evolution of his Critical Doctrines." Instructor in Romance Languages, Brown University.

BRYN MAWR COLLEGE—*Mary Sturm Chalmers*, A.B., Oberlin College, 1930; A.M., Northwestern University, 1931; (Germanic Philology and Old Norse): "Descriptive Characterizations in Thirteen Icelandic Family Sagas." *Esther Marie Metzenthin*, A.B., Duke University, 1929; A.M., Bryn Mawr College, 1930; (Germanic Philology and Old Norse): "Die Länder- und Völkernamen im altisländischen Schrifttum." *Marie Helene Schnieders*, A.B., Barnard College, 1927; A.M., Bryn Mawr College, 1931; (Old Norse and German Philology): "Die einheimischen nicht komponierten schwachen Verben der *jan-* und *ön-*Klasse im Altnordischen." *Irmgard Wirth Taylor*, M.A., University of Pennsylvania, 1930; (Germanic Philology, German Literature and Old Norse): "Kultur, Aufklärung, Bildung, Humanität, und verwandte Begriffe bei Herder." *Edith Armstrong Wright*, A.B., Mount Holyoke College, 1927; B.S. in L.S., Drexel Institute, 1928; A.M., Bryn Mawr College, 1930; (Old French, French Literature and Latin): "The Dissemination of the Liturgical Drama in France."

COLUMBIA UNIVERSITY—*Carl Frank Bayerschmidt*, A.B., Brown University 1926; A.M., Columbia University 1928; (Germanic Languages): "A Middle Low German Book of Kings." *Delos Lincoln Canfield*, A.B., University of Texas, 1926; A.M., Columbia University, 1927; (Spanish): "Spanish Literature in Mexican Languages as a Source for the Study of Spanish Pronunciation." *Vincent Cioffari*, A.B., Cornell University, 1927, A.M., *ibid.*, 1928; (Italian): "Fortune and Fate from Democritus to St. Thomas Aquinas." *Helen Brewster Coulter*, A.B., Barnard College, 1917; A.M., Columbia University, 1918; (French): "The Prose Works and Technique of Jules Renard." *Leonard Paul Kurtz*, A.B., New York University, 1917; A.M., Columbia University, 1922; (French): "The Dance of Death and the Macabre Spirit in European Literature." *Manya Lifschitz-Golden*, A.B., Hunter College, 1931; (French): "Les Juifs dans la littérature française du Moyen-Âge (Mystères, Miracles, Chroniques)." *Simon Rubin Mitchneck*, A.B., Columbia College, 1922; A.M., Teachers College, 1925; (French):

* It is hoped that this list is correct and complete. The *Modern Language Journal* will be glad to publish additions and corrections, however, and will welcome notes as to teaching appointments, etc. Address the Managing Editor.

The compiler also has in preparation a similar composite list covering the academic years from 1929-30 to 1933-34 inclusive, and will be glad to receive the corresponding data.

"Yon, or la Venjance Fromodin: A Thirteenth Century Chanson de Geste of the Lorraine Cycle." *Mark Skidmore*, A.B., University of Missouri, 1905; B.S., *ibid.*, 1906; A.M., University of Illinois, 1909; (French): "The Moral Traits of Christian and Saracen as Portrayed by the Chansons de Geste." *Frank Higley Wood, Jr.*, A.B., Hamilton College, 1924; A.M., Columbia University 1926; (Germanic Languages): "Heine as a Critic of His Own Work." *Albert Bachman*, Ph.B., University of Switzerland, 1919; (French): "Censorship in France from 1715 to 1750."

CORNELL UNIVERSITY—*Eleanor Elmore*, A.B., Elmira College, 1933; A.M., Cornell University, 1935; (French, Latin): "English and American Criticism of Paul Valéry." *Paul Henry Lang*, Licencié-ès-Lettres, University of Paris, 1928; (French Literature, French Philology, Musicology): "The Literary Aspects of the History of the Opera in France." *Andrew Louis*, Ph.B., Wesleyan University, 1927; (German Literature, German Philology, Old Icelandic): "The Motive of Renunciation in Modern German Literature." *Edward Maloney McGrath*, A.B., Cornell University, 1923; (French Literature, American Literature, Old French): "Jules Barbey d'Aurévilly: A Study of his Fiction." *Harold Lawrence Ruland*, A.B., Cornell University, 1927; A.M., *ibid.*, 1934; (French, Education): "A Critical Edition of Paul Hervieu's *Théroigne de Méricourt*." *Julia Cooper Watkins*, A.B., Barnard College, 1900; A.M., Cornell University, 1934; (French, Nineteenth Century Poetry): "Poets That Have Influenced Albert Samain." *Ethel May Williams*, A.B., Cornell University, 1912; A.M., *ibid.*, 1928; (Spanish Literature, French, Spanish Language): "The Development of the Literary Tertulia."

HARVARD UNIVERSITY—*Reginald Foster French*, A.B., Dartmouth College, 1927; A.M., Harvard University, 1928; (Romance Philology): "Francesco d'Antonio da Fiorenza, Cieco." *Frank McMinn Chambers*, A.B., Harvard University, 1930; A.M., *ibid.*, 1932; (Romance Philology): "Uses of the Subjunctive Mood in the Romance Languages." Instructor in French, Colorado College. *Charles Francis Hiller*, A.B., Lehigh University, 1924, A.M., Harvard University, 1930; (Romance Philology): "Edmé Boursault, Author and Journalist." Instructor in French, University of Houston. *George Joseph Metcalf*, A.B., Wabash College, 1928; A.M., Harvard University, 1931; (Germanic Philology): "Forms of Address in German (1500-1800)." Instructor in German, University of Alabama. *Antonio Libero Mezzacappa*, A.B., Harvard University, 1924; A.M., *ibid.*, 1929; (Romance Philology): "The Dramatic Works of Francesco Augusto Bon." Instructor in Italian, Boston College. *George Bernard Raser, III*, S.B., University of Pennsylvania, 1924; A.M., Harvard University, 1929; (Romance Philology): "Paris in the Works of Honoré de Balzac." Instructor in French, Union College. *John Griffith Roberts*, A.B., Randolph-Macon College, 1922; A.M., Harvard University, 1925; (Romance Philology): "The Manuscripts and Linguistic Conditions of the Thirteenth-Century Poem *Renart le Nouvel*." *Israel Solomon Stamm*, A.B., Harvard University, 1928; A.M., *ibid.*, 1931; (Germanic Philology): "Religious Experience in the Works of Franz Werfel." Instructor in German, Harvard University.

THE JOHNS HOPKINS UNIVERSITY—*George d'Arcy Hocking*, A.B., University of Wisconsin, 1925; (Romance Languages): "Father Caussin (1583-1651): His Life, His *Cour Sainte* and His *Tragoediae Sacrae*." In charge of Delaware students in France. *James Van Nostran Rice*, A.B., Ohio State University, 1928; A.M., University of Michigan, 1931; (Romance Languages): "Gabriel Naude (1600-1653)." Assistant in Romance Languages, Johns Hopkins University. *Charles Beaumont Wicks*, A.B., Wesleyan University, 1929; (Romance Languages): "Charles-Guillaume Étienne: A Biographical and Literary Study." Instructor, University of Alabama.

NEW YORK UNIVERSITY—*John Forest*, A.B., New York University, 1930; A.M., *ibid.*, 1931; (German): "Indien und die deutsche Literatur von 1900 bis 1923." German Department, Sewanika High School, Floral Park, New York. *John Budd Haney*, A.B., Oberlin College, 1930; A.M., New York University, 1932; (German): "The Strong Verb in Moscherosch." Assistant in German, New York University. *J. Alexander Kerns*, A.B., University of Michigan,

1916; A.M., *ibid.*, 1917; (German): "Ablaut in the Preterite and Preterite Participle of Strong Verbs in the West Midland Dialect of Middle English." Instructor in Classics, New York University. *Dorothy Lasher-Schlitt*, A.B., Hunter College, 1928; A.M., Columbia University, 1929; (German): "Grillparzer's Attitude Towards the Jews." Instructor in German, Brooklyn College. *Myra Tolins Seitz*, A.B., Cornell University, 1928; (Romance Languages): "The *Jeune Fille* in the French Theater from 1850 to the World War." Instructor in French, New York University. *John Lawrence McNulty*, A.B., Seton Hall College, 1921; A.M., *ibid.*, 1923; "A Critical and Interpretive Study of the Requirements of Students of Modern Languages for the Doctor of Philosophy Degree in Graduate Schools and Schools of Education in the United States."

NORTHWESTERN UNIVERSITY—*Cortland Eyer*, A.B., University of Delaware, 1927; A.M. Northwestern University, 1929; (Romance Languages): "A Contribution to the Study of the Dido Theme." *Marion Wilberforce Stoughton*, Certificate, The Sorbonne, 1917; A.M., Northwestern University, 1933; (German Language and Literature): "The Influence of the Kirchenlied of the Reformation on Protestant Hymnody in England and America."

OHIO STATE UNIVERSITY—*Jacques Robert Breitenbucher*, A.B., University of Akron; A.M., University of Wisconsin; (German): "Die Judasgestalt in den Passionsspielen." Assistant Professor of German, Miami University. *Abram Gerhard Wiens*, A.B., Bluffton College; M.A., Ohio State University; (German): "Tieck's 'Novellen' from 1821 to 1840 as a Mirror of the Times." *Harold Albert Basilius*, B.D., Concordia Theological Seminary; M.A., Ohio State University; (German): "A Phonology of the Alsfeld Passion Play as Determined by the Rimes." Instructor in German, University of Chicago. *Erwin Hugh Price*, LL.B., Ohio State University; M.A., Ohio State University; (Romance Languages: French): "Montesquieu and Voltaire: A Comparison of Literary and Political Ideas in their Major Works." Instructor in Romance Languages, Ohio State University. *Roy Jacob Wertheim*, A.B., Ohio State University; M.A., *ibid.*; (Romance Languages: French): "The Use of Facial Expression to Show Desire, Anger, and Fear in the Short Stories of Guy de Maupassant." Instructor in Romance Languages, Findlay College.

PEABODY COLLEGE—*Geraldine Princess Dilla*, A.B., University of Michigan, 1911; A.M., Indiana University, 1916; (Modern Languages): "France and England: A Bibliographical Study of Mutual Analyses 1898-1914." *Helen Maud Lacy*, B.S., Peabody College, 1922; A.M., *ibid.*, 1928; (Modern Languages): "French Lyric Poetry in English and American Translations: A Bibliography." *Charles A. Rochedieu*, A.B., University of Mantioba, 1924; A.M., Peabody College, 1927; (Modern Languages): "Contribution to the Study of J.-J. Rousseau."

PRINCETON UNIVERSITY—*Frederick Browning Agard*, A.B., Brown University, 1928; A.M., *ibid.*, 1930; (Romance Languages): "The Place of the Venice Version in the Evolution of the *Fuerrre de Gadres*." *Jared Eric Wenger, Jr.*, A.B., University of California at Los Angeles, 1931; A.M., Stanford University, 1932; (Romance Languages): "The Province and the Provinces in the Work of Honoré de Balzac."

STANFORD UNIVERSITY—*Helen Schenck Nicholson*, A.B., Vassar College, 1907; A.M., University of Arizona, 1918; (Romanic Languages): "Un poeta montañés: Amós de Escalante." *Howard True Wheeler*, B.S., University of California, 1920; A.M., Stanford University, 1929; (Romanic Languages): "The Mexican Novel as a Reflection of the National Problems of Mexico." *Mary Frances Wildman*, A.B., Stanford University, 1922; A.M., *ibid.*, 1927; (Romance Languages: French): "The Origins of Economic Liberalism in France."

UNIVERSITY OF CALIFORNIA, BERKELEY—*James Graham Bickley*, B.S., University of Alabama, 1921; M.A., *ibid.*, 1928; (Romance Literature): "The Life and Works of Rafael Delgado." *Theodore Robert Bowie*, A.B., University of California, 1927; A.M., *ibid.*, 1929; (Romance Literature): "Les rapports entre la littérature et la peinture en France de 1840 à 1880." *Emil Theodore Hieronymus Bunje*, A.B., University of Washington, 1928; A.M., University of California, 1929; (German): "A Reconsideration of the Main Difficulties in the

Expository part of the *Hildebrandslied*." *Dorothy Clotelle Clarke*, A.B., University of California at Los Angeles, 1929; A.M., University of California, 1930; (Romance Literature): "Diversas rimas de Vicente Espinel, edición crítica con un estudio del desarrollo de la décima." *Thomas Arthur Gabbert*, A.B., University of California, 1928; A.M., *ibid.*, 1930; (Romance Literature): "The Dramas of Dumas père in Spain, 1834-1850: A Bibliographical Study." *Albert Richard Lopes*, A.B., University of California, 1931; A.M., *ibid.*, 1931; (Romance Literature): "Aspects of the Language of the Realistic Novel of the Seventeenth Century." *Sister Innocentia Richards*, A.B., University of California, 1925; A.M., *ibid.*, 1927; (Romance Literature): "The Mysticism of Paul Claudel." *Ralph Emerson Warner*, A.B., Oberlin College, 1929; A.M., *ibid.*, 1930; (Romance Literature): "The Life and Work of Ignacio Manuel Altamirano."

UNIVERSITY OF ILLINOIS—*Donald Fowler Brown*, A.B., Wheaton College, 1932; A.M., University of Illinois, 1933; (Romance Languages): "The Influence of Émile Zola on the Novelistic and Critical Works of Emilia Pardo Bazán." *Fred Genschmer*, A.B., Lake Forest College, 1928; A.M., University of Wisconsin, 1929; (German): "The Treatment of the Social Classes in the Satires of Brant, Murner, and Fischart." *Walter Gilbert Johnson*, A.B., Augsburg College, 1927; A.M., University of Minnesota, 1929; (Scandinavian): "James Thomson's Influence on Swedish Literature in the Eighteenth Century." *Gerrit Hermann Rudolph Memming*, A.B., University of Illinois, 1932; A.M., *ibid.*, 1933; (German): "Niederdeutsche 'Verloopvertellsels,' mit besonderer Rücksicht auf Ostfriesland." *George Hausbroucq Perrine*, A.B., Hamilton College, 1925; A.M., University of Illinois, 1928; (Romance Languages: French): "L'Art d'Armours, a Fourteenth Century Translation from Ovid, Critically Edited from MS. 881 of the Bibliothèque Nationale and MS. 2741 of the Bibliothèque de l'Arsenal, Paris." *Cecil Lewis Rew*, Ph.B., University of Chicago, 1919; A.M., University of Illinois, 1927; (Romance Languages: French): "Literary Theories of the French Romanticists: A Study of their Principal Critical Writing." *Alphonse Victor Roche*, A.B., State College of Washington, 1928; A.M., University of Illinois, 1931; (Romance Languages): "Les idées traditionalistes en France et le traditionalisme de Charles Maurras."

UNIVERSITY OF IOWA—*James Chester Babcock*, A.B., University of Arkansas, 1929; A.M., University of Iowa, 1930; (Romance Languages): "A Critical Edition of 'La famosa comedia del cerco y libertad de Sevilla por el rrey don Fernando el Santo' (MS. of 1595)." Instructor in Romance Languages, University of Iowa. *Lucile Kathryn Delano*, A.B., Washington University, 1924; A.M., Washington University, 1925; (Romance Languages): "A Critical Index of the Sonnets in the Plays of Lope de Vega." Head of Romance Languages Department, Queens-Chicora College. *Graves Baxter Roberts*, A.B., Davidson College, 1923; A.M., Colorado State Teachers College, 1926; (Romance Languages): "The Epithet in Spanish Poetry of the Romantic Period." Assistant Professor of Romance Languages, University of Akron. *Elliott Brown Scherr*, A.B., Washington University, 1921; A.M., University of Missouri, 1930; (Romance Languages): "A Study of the 1496 *Cancionero* of Juan del Encina." Instructor, University of Missouri. *Julia Racine Spicer*, B.S., University of Missouri, 1923, A.B., *ibid.*, 1924; A.M., *ibid.*, 1928; (Romance Literature): "The Epithet in the Parnassian School of French Poetry." *Carl Allen Tyre*, A.B., Wabash College, 1927; A.M., University of Wisconsin, 1929; (Spanish, German, French): "A Critical Edition of Three *Autos sacramentales* from MS. 14864, B.N., Madrid." Head of Modern Languages Department, New Mexico State College.

UNIVERSITY OF MINNESOTA—*Emilio Carlos LeFort*, A.B., National College of Córdoba (Argentina), 1917; B.S., University of Buenos Aires, 1923; M.S., University of Wisconsin, 1926; M.A., *ibid.*, 1927; (Romance Languages: Spanish): "Edición paleográfica de la comedia *Del monte sale (quien el monte quema)*, de Lope Félix de Vega Carpio, con un estudio de la misma." *Borghild Katharine Sundheim*, B.S., University of Minnesota, 1925; A.M., *ibid.*, 1927, (Romance Languages: French): "A Critical Edition of Alexandre Hardy's *Théagène et Cariclé* Journée I."

UNIVERSITY OF MISSOURI—*Ward Allison Dorrance*, A.B., University of Missouri; A.M., *ibid.*; (French and Italian): "Survival of French in the Old District of Sainte Geneviève."

UNIVERSITY OF TORONTO—*Harry Warren Hilborn*, (Romance Languages): "A Chronology of the Plays of D. Pedro Calderón de la Barca."

YALE UNIVERSITY—*Karl Fred König*, B.S., Trinity College, 1929; (Germanic Languages): "Goethe's *Belesenheit* in his pre-Weimar Period." Instructor in German, Colgate University. *Katharine Emilie Kummerle*, A.B., Hunter College, 1914; M.A., Columbia University, 1916; (Germanic Languages): "Die Entwicklung der Bindungsart im deutschen Siebenheber." *Philip Scherer*, B.S., College of the City of New York, 1925; A.M., New York University, 1932; (Germanic Languages): "Germanisch-baltoslavische Wortgleichungen." *Alberto Vázquez y Medina*, A.B., University of Idaho, 1925; A.M., *ibid.*, 1926; (Romance Languages): "El fracaso de Don Diego Hurtado de Mendoza en Toscana." Instructor in Spanish, Dartmouth College.

• Editorial •

CHANGES IN THE JOURNAL STAFF

WITH this issue Professor Benjamin M. Woodbridge retires as Assistant Managing Editor of the *Modern Language Journal* in charge of reviews of French textbooks after three years of devoted and unselfish service. His unfailing co-operation during the past year has been of the greatest assistance to the Managing Editor. The *Journal's* indebtedness to him is hereby warmly and gratefully acknowledged.

Professor Wilfred A. Beardsley, whose teaching for a number of years has been largely confined to French courses, and who has contributed to the *Journal* some of its best reviews of French textbooks, has been assigned to the duties relinquished by Professor Woodbridge, and Professor Sterling A. Stoudemire of the University of North Carolina has been appointed Assistant Managing Editor in charge of reviews of Spanish textbooks. The *Journal* is indeed fortunate to have at its disposal the services of these two interested and scholarly teachers.

The remaining change in our staff represents a new departure for the *Journal*. Professor E. F. Engel of the University of Kansas has consented to conduct a new department devoted to the radio in modern foreign language teaching. Professor Engel has had successful experience in conducting radio classes in German, and is keenly interested in the radio as a potentially important factor in modern foreign language teaching. The new department will concern itself not only with the actual teaching of languages by radio, but will also bring more definitely to the attention of the members of our profession the cultural and practical opportunities available to American students of modern foreign languages through foreign-language programs presented by broadcasting stations here and abroad. Professor Engel would appreciate the immediate co-operation of all our colleagues who are directing or giving foreign language courses by radio by sending him as soon as possible full data as to broadcasting station, time-schedule, methods used, textbook or other materials recommended to listeners, and means, if any, of checking the results achieved. Information about broadcasts of programs in the foreign languages, and other programs of informational and cultural interest, would also be welcome.

HENRY GRATTAN DOYLE,
Managing Editor

*The George Washington University,
Washington, D. C.*

DR. PRICE'S RETIREMENT

THE staff of the *Journal* associates itself with its former Managing Editor, Dr. Charles Holzwarth, in recognition of the services of Dr. Wm. R. Price. We are under obligation to Dr. Holzwarth for the following tribute:

The Resignation of Dr. Price

After twenty-one years of untiring devotion to the advancement of modern foreign language teaching as Supervisor of Modern Languages for the State of New York, Dr. Wm. R. Price has retired from that position. Mr. Roy E. Mosher, who has taught modern foreign languages in Rochester, New York, East Orange, New Jersey, and lately at the Lawrenceville School, has been named to succeed Dr. Price. We wish him well in his new duties.

From the time he assumed his duties in the state department in the spring of 1911 up to the time of his resignation, Dr. Price was most active in furthering reforms and improvements in methods of teaching languages and in the preparation of modern foreign language teachers. It was due to his efforts that the "oral credit" examinations were instituted in New York State for prospective teachers of languages. Under his direction the state syllabus was revised several times and the character of the Regents examinations in languages was changed from the old type which sought a knowledge of rules to the new type with its insistence upon functional knowledge. He was a member of the Committee of Direction and Control of the Modern Foreign Language Study which began investigations into the status of modern foreign language teaching in 1926. He was instrumental in forming the National Federation of Modern Language Teachers and hence in the founding of our *Modern Language Journal*. Later he sponsored the AATF and AATG with their *French Review* and *German Quarterly*. He is the author of a long list of articles and textbooks. Known throughout the nation, his opinion was widely sought and prized. In the fall of 1934 Dr. Price was made Chevalier de la Légion d'Honneur in recognition of his unceasing efforts in behalf of French. He is loved and respected by the modern language teachers of New York State, who regret keenly his all-too-early retirement.

CHARLES H. HOLZWARTH

*West High School,
Rochester, New York*

• Necrology •

Hermann Collitz

THE sudden death of Professor Hermann Collitz on May 13 took from our midst the Nestor of American philologists and one of the most distinguished students of linguistics we have ever had in America. His eminence as a scholar had already been recognized in Europe before he came to this country in 1886. It was therefore but natural that he should have been chosen as the first president of the Linguistic Society of America. Previous recognition of his contributions to linguistic science had been accorded him when in 1916 the University of Chicago conferred on him the honorary degree of L.H.D. He had also been president of the Modern Language Association of America, associate editor of *Modern Language Notes* (1902-1913); co-operating editor of the *Journal of English and Germanic Philology* (1909-1929), and of the *American Journal of Philology* (1920-1929).

Born in the town of Bleckede in Hannover, Germany, February 4, 1855, Collitz attended the Gymnasium in Lüneburg and then studied at the Universities of Göttingen and Berlin, from the former of which he received the Ph.D. degree in 1878. In 1885 he was granted the *venia docendi* at the University of Halle for Sanskrit and Comparative Philology. The following year he was called to Bryn Mawr College as Associate Professor of German. In 1907 he went to the Johns Hopkins University as Professor of Germanic Philology. A detailed account of Professor Collitz' life and works can be found in "Studies in Honor of Hermann Collitz" (Baltimore, 1930), in the *Johns Hopkins Alumni Magazine* of November 1927, and in the January (1936) number of *Modern Language Notes*.

Professor Collitz' death is an irreparable loss both to the community in which he lived and to the world at large. Those of us who have known him intimately will miss him as a staunch friend and wise counselor. His name will live as long as the scientific study of language remains a discipline in our schools of higher learning.

EDWARD H. SEHRT

*The George Washington University,
Washington, D.C.*

*Recent French Books**

NON-FICTION

Bertrand, Louis. *Vers Cyrène-Terre d'Apollon*. Paris (Fayard), 1935. 281 p., 12 fr.

An account of the author's travels in Italian North Africa, wherein the civilization, art, and color of antiquity are set in contrast with the changes incident to the development of Italy's colonial empire.

Bordeaux, Henry. *Nouvelle et vieille France*. Paris (Plon), 1934. 238 p. 12 fr.

Impressions of Canada by the delegate of the French Academy to the ceremonies commemorative of the arrival of Jacques Cartier in the Gulf of St. Lawrence.

Demaison, André. *Revanche de Carthage*. Paris (Les Écrivains Français), 1934. 251 p. 12 fr.

A sympathetic appraisal of the French effort in Tunis since 1881. The present rehabilitation of that protectorate is attributed to French genius; but the tenets of the Koran are shown to be definitely incompatible with much-needed reforms.

*Ehrenbourg, Ilya. *Vus par un écrivain d'U.R.S.S.* Paris (Nouvelle Revue Française), 1934. 221 p. 15 fr.

Duhamel, Gide, Malraux, Mauriac, Morand, Romains, and Unamuno seen through the eyes of a Soviet critic. Admitting superficial excellence of form, Ehrenbourg considers these writers, except Gide, to be mere literary panderers to a dying civilization.

Funck-Brentano, Frantz. *La Renaissance*. Paris (Fayard), 1935. 442 p. 16 fr. 50.

A general summary of the diverse cross-currents of the Renaissance, with particular attention to Italy and France.

Griaule, Marcel. *Les Flambeurs d'hommes*. Paris (Calmann-Lévy), 1934. 205 p. 12 fr.

Vivid portrayal of Abyssinian life and customs, treating topics as varied as ways of inflicting capital punishment, modes of travel, famine, religion.

Larrouy, Maurice. *Eaux glacées*. Paris (Fayard), 1934. 446 p. 15 fr.

Observations and reflections after an extensive visit to Manchuria, Japan, Canada, and eastern United States. Attempted analysis of oriental psychology admittedly uncertain, opinion of Canada glowingly favorable, views of the depression in America disturbingly realistic.

* Selected by the French Book Review Committee (affiliated with the Massachusetts Library Club's Committee on Interracial Service). The members of the Committee are: David Mitchell Dougherty (chairman), Assistant Professor of Romance Languages, Clark University, Worcester, Massachusetts; Harland A. Carpenter, Chief Librarian, Public Library, Brockton, Massachusetts; Walter B. Dumas, W. B. Dumas & Company, Booksellers, Boston, Massachusetts; Edith Fishtine, Assistant Professor of Romance Languages, Simmons College, Boston, Massachusetts; Richard Felix Koch, Instructor in Romance Languages, Massachusetts Institute of Technology, Cambridge, Massachusetts.

Books are recommended on the basis of general appeal and literary excellence. The asterisk is used to indicate titles chiefly of interest to mature and cultured readers. The chairman, upon request, will be pleased to furnish names of booksellers from whom the volumes recommended may be purchased.

Longworth-Chambrun, Mme. *Mon grand ami Shakespeare*. Paris (Plon), 1935. 307 p. 15 fr.

A narrative account of the poet's life, told in the words of his actor-friend, John Lacy. Particular attention to Shakespeare's young manhood, marriage, the question of religious persecution. Significant findings of recent Shakespearean scholarship are taken into account.

*Madelin, Louis. *La Contre-Révolution sous la Révolution (1789-1815)*. Paris (Plon), 1935. 367 p. 30 fr.

After showing how a Republican minority made use of external and internal developments to effect the fall of the monarchy in 1792, Madelin traces the rise and fall of royalist and counter-revolutionary movements to the end of the Napoleonic period.

Maurois, André. *Sentiments et coutumes*. Paris (Grasset), 1934. 217 p. 12 fr.

Five essays dealing with such essential human problems as marriage, family life, and business affairs, marked by freshness and originality, if not by profundity of thought.

Olivier, Marcel. *Circuit américain*. Paris (Grasset), 1934. 186 p. 12 fr

Entertaining impressions by the President of the French Line while visiting the West Indies, South and Central America, Mexico, and the United States, during the spring of 1934.

Romains, Jules. *Le Couple France-Allemagne*. Paris (Flammarion), 1935. 144 p. 5 fr.

An intellectual's attempt to evaluate the tension existing between France and Germany. In the manner of a rather sensitive soul striving for peace, Romains recommends that France show herself conciliatory towards her neighbors.

Scheikevitch, Marie. *Souvenirs d'un temps disparu*. Paris (Plon). 1935. 260 p. 15 fr.

Interesting word portraits of literary *salons* and of writers of the past generation—Anatole France, Proust, Lemaitre, D'Annunzio, Comtesse de Noailles.

Treyvaud, O. *La Tragédie de Sarayevo*. Paris (Payot), 1934. 211 p. 15 fr.

A journalistic but authoritative account of the assassinations of June 28, 1914, which precipitated the impending cataclysm in Europe.

Viollis, André. *Le Japon intime*. Paris (Montaigne), 1934. 249 p. 15 fr.

Madame Viollis, long a resident of Japan, deals with almost every subject of interest to the lay reader concerning that country. Particularly readable are her studies of the theatre, education, women, the question of marriage.

FICTION

Acrement, Germaine. *L'Enfant aux cheveux gris*. Paris (Plon). 1934. 255 p. 12 fr.

A tale of the social and moral regeneration of a woman, who, deserted by her children and reduced to begging, at last returns to the convent whence she had escaped many years before.

Alciette, Pierre. *Celui que j'ai rêvé*. Paris (Plon), 1934. 256 p. 12 fr.

A story of incipient marital infidelity, wherein the husband, touched by the highly emotional pleadings of his mother-in-law, promises to return to his wife.

Ardel, Henri. *Ainsi souffia le vent*. Paris (Plon), 1934. 260 p. 12 fr.

A young girl, sent to Paris to study piano and voice, becomes enamoured of young composer, weds him after due process of courtship.

Armandy, André. *L'Enchantement*. Paris (Tallandier), 1934. 382 p. 12 fr.

A tale of intrigue concerning a Hindu merchant's exploitation of a gold mine in East Africa. Exciting episodes of adventure, a modicum of love scenes.

- Balde, Jean (pseud.). *La Maison Marbuzet*. Paris (Plon), 1934. 253 p. 12 fr.
Berthe Marbuzet, who has striven vainly to assure the material success of her sons after her husband's death, dies alone and in poverty. A new treatment of the theme of filial ingratitude.
- *Bernard, Marc. *Anny*. Paris (N.R.F.), 1934. 256 p. 15 fr.
An analytical novel in the form of a deserted lover's diary. The man in question keeps a highly subjective record of the disordered life of the woman who had abandoned him. (Prix Interallié).
- Bernard, Tristan (pseud.). *Visites nocturnes*. Paris (Michel), 1934. 251 p. 15 fr.
Robert Vandreau, believing himself the murderer of the man whom he accused of being his wife's lover, finally avows his guilt to prevent the execution of an innocent man. It is disclosed, however, that the victim had been shot by a rejected mistress, before Robert smashed his skull as he lay in bed.
- Bordeaux, Henry. *Le Chêne et les roseaux*. Paris (Plon), 1934. 300 p. 15 fr.
An account of the distraught lives of children reared with severe justice, but no understanding, by a notoriously austere father. Alone the second daughter, a spinster buoyed up by religion, succeeds in saving the débris of family life until her father's lifelong severity yields to the gentleness of his motherless grandchild.
- Bourget, Paul. *Une Laborantine*. Paris (Plon), 1934. 236 p. 12 fr.
Several years after a young medical student has made inquiry about a sum of money that his grandfather was supposed to possess, the old man confesses that he has a comparatively young daughter, also engaged in medical research. The imminent marriage is prevented by the shocked family's refusal to forgive the grandfather, to provide a dowry.
- *Bove, Emmanuel. *Le Beau Fils*. Paris (Grasset), 1934. 370 p. 15 fr.
A semi-Freudian study of a youth who is unsuccessful in studying law, in matrimony (twice), in business, because of a strong step-mother complex.
- *Braibant, Charles. *Resplendine et d'autres victimes*. Paris (N.R.F.), 1934. 265 p. 15 fr.
Seventeen short stories, in the best French tradition, whose chief characters are victims, usually of having loved not wisely but too well.
- Carco, Francis. *Mémoires d'une autre vie*. Paris (Michel), 1934. 250 p. 15 fr.
Reminiscences of an elderly man, evoking the typical French provincial scene before and after the war. Profoundly unbalanced by results of the conflict the townsfolk resume their humdrum existence, portrayed by the author as absolute victims of environment.
- Chardonne, Jacques. *Les Destinées sentimentales*. Paris (Grasset), 1934. Vol. I, *La Femme de Jean Barnery*, 322 p. 15 fr. Vol. II, *Pauline*, 328 p. 15 fr.
The life and fortunes of a Limoges porcelain maker, whose unhappy marriage is followed by divorce and remarriage with his cousin. A close-knit study of the pre-war period against a background somewhat static, but which foreshadows future uncertainties. (A third volume to follow.)
- Chéreau, Gaston. *Sa Destinée*. Paris (Michel), 1934. 249 p. 15 fr.
The colorful life of a young soldier who, imprisoned for shooting his sweetheart's husband, is admitted into the Foreign Legion under an assumed name, later receives the name and inheritance of an Alsatian legionnaire with whom he had fought in Africa.
- Colette (pseud. of Gourdeket, Mme). *Duo*. Paris (Ferenczi), 1934. 227 p. 12 fr.
A husband, after discovering his wife's affair with one of his employees, is unable to accept the matter as a past episode, quietly leaves home, apparently to commit suicide.

Constantin-Weyer, M. *Un Sourire dans la tempête*. Paris (Rieder), 1934. 240 p. 12 fr.

The French-Canadian manager of a far-north trading post becomes so infatuated with the wife of an unsuccessful competitor that he accompanies the couple when the husband decides to go west in search of gold. The lovers are united when the luckless husband succumbs to the rigours of a terrible blizzard.

*Daniel-Rops. *Mort, où est ta victoire?* Paris (Plon), 1934. 522 p. 18 fr.

An intense study of a girl who has been seriously wronged when quite young, and who thereafter takes a fiendish delight in inflicting suffering on men. After an unhappy marriage, she goes from one affair to another, finally is led back to virtue by the man originally responsible for her downfall and misfortune.

Davignon, Henri. *Bérinzenne*. Paris (Plon), 1934. 242 p. 12 fr.

The conventional story of Robert Maujean's unwavering devotion to the estate that he has acquired, Bérinzenne. Victim of an unhappy marriage, he rejects the proffered affection of Claire Martinchamps, a village girl who loves him. Years later Robert makes sure that his property will have an owner to succeed him, by legally adopting Claire's oldest son.

Dorgelès, Roland. *Si c'était vrai?* Paris (Michel), 1934. 319 p. 15 fr.

A pseudo-scientist discovers a cure for crime and insanity, the application of which transforms France into a virtuous, but thoroughly mediocre nation. Dorgelès hints that reformers should admit that man cannot be perfected.

Dufourt, Jean. *Yvette bachelière*. Paris (Plon), 1934. 240 p. 12 fr.

A sympathetic account of the student and family life of an intellectually inclined adolescent girl. Her studies do not prevent the budding of an idyllic love affair which is to be consummated in marriage upon the achievement of her "bachot."

*Durtain, Luc. *Frank et Marjorie*. Paris (Flammarion), 1934. 288 p. 12 fr.

Marjorie, a young woman of puritanical background, divorces her husband when she discovers him to be unfaithful. After first repulsing the advances of the rationalistically sensuous Frank, she becomes his mistress, soon his wife, is radiantly happy upon becoming the mother of his child. (The fourth of Durtain's novels with American settings, particularly outspoken against conventional morality.)

Dyvyonne (pseud. of Yvonne Schultz). *L'Enlèvement de Jadette*. Paris (Plon), 1934. 254 p. 12 fr.

A young heiress, about to be forced into a *mariage de convenance*, is rescued on her wedding day by the man she loves. The story owes much to superb descriptions of the Saint-Sulpice quarter of Paris and of the Italian Lake country.

Francis, Robert. *La Chute de la maison de verre*. Paris, 1934. Vol. I, *La Maison de verre*, (Rieder), 242 p. 15 fr. Vol. II, *Le Bateau-Refuge*, (N.R.F.), 280 p. 15 fr.

A significant and masterly treatment of the careers of the three sisters of Francis' *La Grange aux trois belles*, to which these two volumes are a not-to-be missed sequel. (Prix Fémina.)

Galzy, Jeanne. *Jeunes filles en serre chaude*. Paris (N.R.F.), 1934. 286 p. 15 fr.

The emotional life and problems of students at a girls' school at Sèvres. Trivial but intensely human emotional reactions are realistically depicted.

*Gével, Claude. *Aline (Je t'aime comme tu es)*. Paris (Société fr. d'éditions littéraires et techniques), 1934. 182 p. 12 fr.

The account, in form of monologue, of the almost insane love of a university professor for a girl of questionable conduct. Their eventual marriage, after many reverses, ends happily.

Genevoix, Maurice. *Marcheloup*. Paris (Flammarion), 1934. 284 p. 12 fr.

The fortunes of a family of villagers are restored by the sacrifice of the grand-parents. Very good provincial-town setting.

- *Giono, Jean. *Le Chant du monde*. Paris, (N.R.F.), 1934. 318 p. 15 fr.

A rough-hewn sketch of the mountain folk of Provence, of insignificant plot, involving a journey of two primitive men of the hills in search of a missing boy. Episodes of a feud among the mountaineers are set down in bold strokes on a background of nature so fresh that it seems to breathe of the woods.

- Hamp, Pierre. *Glück Auf!* Paris (N.R.F.), 1934. 254 p. 15 fr.

A French mining engineer in the Saar tries to effect a reconciliation between his countrymen and the Germans. In love with a German girl, who is as yet unaware of his affection, he is killed while testing a new means of checking mine explosions.

- Jaloux, Edmond. *Dessins aux trois crayons*. Paris (Plon), 1934. 252 p. 12 fr.

A series of short stories with brief plot, dealing with a wide variety of subjects, each having an unexpected ending in the O. Henry manner.

- . *Le dernier jour de la création*. Paris (Plon), 1935. 255 p. 12 fr.

An elderly painter surveys his past, particularly his love affairs, in an ill-rewarded search for contentment.

- *Kessel, Joseph. *Les Enfants de la chance*. Paris (N.R.F.), 1934. 278 p. 15 fr.

To the triangle of a dashing young aviator and a journalist madly in love with the impetuous heroine of this tale, is added a fourth party, a personable Spanish aristocrat. After her feverish youth is behind her, the lovely lady marries a much older man, a high government official.

- La Brète, Jean de (pseud.). *L'Appel des souvenirs*. Paris (Plon), 1934. 240 p. 12 fr.

A semi-autobiographical treatment of the problem of the woman physician, from her student years to maturity. Much attention is given to the portrayal of the leading character.

- La Rochelle, Drieu. *La Comédie de Charleroi*. Paris, (N.R.F.), 1934. 250 p. 15 fr.

Five sketches dealing with the war, written in the first person by a supposed ex-soldier. After reviewing incidents and experiences, he calls the war futile and crude—"the destructive illusion of glory." (Prix de la Renaissance.)

- Leblanc, Maurice. *Le Chapelet rouge*. Paris (Lafitte), 1934. 189 p. 12 fr.

A better-than-average detective story of clever plot and well developed psychology.

- Marois, Pierre. *Passe à louer*. Paris (Calmann-Lévy), 1934. 193 p. 12 fr.

Reminiscences of happy childhood scenes and an idyllic romance of adolescence turn into bitter disillusionment when the person in question in later years revisits his native village and when he sees again the former object of his affection.

- Martial-Piechaud. *Charline*. Paris (Plon), 1934. 256 p. 12 fr.

After her father's suicide, Charlotte returns from a convent boarding school to live with her mother, is keenly disappointed in love. Thus coming to understand her mother's long years of suffering, she removes the last obstacle to the latter's marriage with her lover by resignedly retiring to a convent.

- Mauriac, François. *La Fin de la nuit*. Paris (Grasset), 1935. 254 p. 15 fr.

Thérèse Desqueyroux is besought by her daughter to make possible the latter's marriage with a youth from the Bordeaux region. With characteristic incisiveness, Mauriac portrays Thérèse as the *femme fatale*, who, winning the boy's love, understands him far better than her daughter, remains attractive to him even during her last illness.

- Maurois, André. *L'Instinct du bonheur*. Paris (Grasset), 1934. 240 p. 12 fr.

Valentine Romilly sacrifices the pleasure of city life in order to maintain a country home for her husband and daughter. The latter learns something of her mother's premarital past and of her own paternity, when her true father's will is read. Valentine's husband, upon being informed, understandingly forgives her.

Mazeline, Guy. *Le Capitaine Durban*. Paris (N.R.F.), 1934. 398 p. 15 fr.

The study of a dominating sea captain who has just been put in command of a new liner. When the ship is lost at sea, the Captain and two others are the only ones saved. Vivid description. The character of Captain Durban is unforgettable.

*Montherlant, Henri de. *Les Célibataires*. Paris (Grasset), 1934. 310 p. 15 fr.

A graphic and detailed account of the maladjusted lives of two unmarried men, too long subjected to the influence of a devoted woman, the mother of one and sister of the other.

Orain, André. *Le Tragique de la jeunesse*. Paris (Calmann-Lévy), 1934. 211 p. 12 fr.

The daughter of a wealthy provincial family offers her love to a young office-clerk, becomes seriously ill after a brief affair. Her imperious nature will not let her accept the youth's dutifully proffered affection after her recovery.

Peyré, Joseph. *Sous l'étendard vert*. Paris (Grasset), 1934. 247 p. 15 fr.

The vividly described experiences of a member of the Hoggar tribe in a religious war against the French. The situation becomes more depressing as the tribesman realizes the utter futility of opposing the conquerors.

Poiré, Daniel. *Une Ombre sur l'amour*. Paris (Plon), 1934. 255 p. 12 fr.

The love affair of the daughter of the Château de Loches caretaker and a historian investigating the antiquities of Touraine. Owes much to colorful description of old French monuments.

*Poulaille, Henry. *Le Pain quotidien*. Paris (Grasset), 1934. 350 p. 15 fr.

The hive-like life of a worker's family in a Paris tenement. Sickness, death, misfortune are presented with vitality, even with a certain charm.

Richard, Elie. *Clamadieu*. Paris (N.R.F.), 1934. 269 p. 15 fr.

Clamadieu, having inherited a fortune and decided upon a life of adventure, suddenly marries, at forty, a girl over twenty years his junior. Upon her eventual death, Clamadieu meets financial ruin in Paris, returns to die to his native Limousin.

*Romain, Jules. *Les Hommes de bonne volonté*. Paris (Flammarion), 1934. Vol. VII, Recherche d'une église, 328 p. 12 fr., Vol. VIII, Province, 312 p. 12 fr.

Volume VII tells principally of meetings, discussions, café conversations about religion, free-masonry, socialism, and secret societies. Volume VIII contains a penetrating analysis of the French provincial scene, in the somewhat disconnected manner of the earlier volumes.

Simenon, Georges. *Le Locataire*. Paris (N.R.F.), 1934, 256 p. 7 fr. 50.

Elie, a smuggler of Oriental rugs, lives with his mistress in seclusion in Brussels as long as his money lasts. He then kills and robs a foreigner, hides in the rooming-house of the girl's mother, is there protected by proprietress and roomers alike until he is at last discovered by the police.

Tinayre, Marcelle. *Château en Limousin*. Paris (Flammarion), 1934. 284 p. 12 fr.

The ill-starred married life of a badly matched couple. The wife, kept alive for a time by her day dreams, eventually poisons her husband, becomes an accomplice in thievery, receives a prison sentence.

T'Serstevens, A. *Ceux de Provence*. Paris (Grasset), 1934. 229 p. 12 fr.

A collection of short stories describing peasants of modern Provence and their ways.

Vercel, Roger. *Capitains Conan*. Paris (Michel), 1934, 254 p. 15 fr.

A convincingly-told tale dealing with the adventures of French soldiers stationed in post-war Bulgaria. Strongly drawn are the characters of de Scève, the soldier, Conan, the disillusioned man of the world, Norbert, the tolerant and broad-minded listener, who tells the story. (Prix Goncourt.)

• Meetings of Associations •

COMING MEETINGS

American Association of Teachers of French, University of Cincinnati, Cincinnati, Ohio (in conjunction with Modern Language Association of America), December 30-January 1.

American Association of Teachers of German, University of Cincinnati, Cincinnati, Ohio (in conjunction with Modern Language Association of America), December 30-January 1.

American Association of Teachers of Italian, University of Cincinnati, Cincinnati, Ohio (in conjunction with Modern Language Association of America), December 30-January 1.

American Association of Teachers of Spanish, Columbia University and New York University, New York City, December 27-28.

Association of Modern Language Teachers of the Central West and South, Detroit, Michigan, May 1 and 2, 1936.

Association of Modern Language Teachers of the Middle States and Maryland, Atlantic City, New Jersey, November 30, 1935.

Illinois State Meeting, University of Illinois, Urbana, Illinois, November 22 (in conjunction with the Modern Language Section of the State High School Conference).

Linguistic Society of America, Hotel Astor, New York City, December 26-28.

New Jersey Modern Language Association, Hotel Dennis, Atlantic City, November 9, 1935, 10 A.M. (in conjunction with the New Jersey State Teachers Association). Second meeting, Rutgers University, New Brunswick, first Saturday in May.

New York State Modern Language Association meets in zone meetings in connection with the New York State Teachers Association as follows: Northern Zone, Potsdam, New York, September 27, 1935; Southern Zone, Ithaca, N. Y., October 4, 1935; Long Island Zone, Hempstead, N. Y., October 11, 1935; Eastern Zone, Albany, N. Y., October 17-18, 1935; North Eastern Zone, Plattsburg, N. Y., October 17-18, 1935; Central Zone, Syracuse, N. Y., October 25, 1935; South Eastern Zone, White Plains, N. Y., October 25, 1935; Central Western Zone, Rochester, N. Y., November 1-2, 1935; Western Zone, Buffalo, N. Y., November 1-2, 1935.

South Atlantic Modern Language Association, University of Georgia, Athens, Georgia, November 29-30, 1935.

Personalialia*

Bates College (Lewiston, Me.)

Promotions: Robert D. Seward and Angelo P. Bertocci, from Instructor to Assistant Professor of French.

Resignations: Erich Labouvee, Instructor in German (returning to Germany to complete work for doctor's degree).

New Appointment: August Buschmann, Instructor in German (formerly at Bates College as Instructor, and in the meantime studying for doctorate).

Bethany College (Bethany, W. Va.)

New Appointment: E. Louise Stone, Instructor in Modern Languages (formerly at Lake Forest College).

Boston University (Boston, Mass.)

Promotions: Joseph Noyes Haskell, from Assistant Professor to Professor of German. Samuel Dupertuis, from Assistant Professor to Professor of French.

New Appointment: Dr. Gertrud Gunther, Instructor in German (formerly Instructor in German at Wellesley College).

Brown University (Providence, R. I.)

Promotions: Wilbur M. Frohock, from Assistant to Instructor in French.

Resignations: Louis Landré, Professor of French (to return to teaching in France). Mme. Louis Landré, Assistant Professor of French in Pembroke College (to return to teaching in France). Rev. Arthur L. Washburn, Lecturer in Italian. Henry Wilson Young, Instructor in Spanish.

New Appointments: Jean Albert Bédé, Associate Professor of French (formerly Assistant Professor of French at Princeton University). Franc Thénaud, Instructor in French (formerly Instructor in French at Swarthmore College and George Washington University). Otis E. Fellows, Assistant in French. Louis R. Zocca, Assistant in Italian. Fred W. Jeans, Assistant in Spanish.

Bryn Mawr College (Bryn Mawr, Pa.)

Promotion: Madeleine Soubeiran, from Associate to Associate Professor of French.

Resignation: Jean M. F. Canu, Associate Professor of French (to continue research in France).

New Appointments: Berthe-Marie Marti, Assistant Professor of Latin and French (Instructor in Latin and French, Bryn Mawr College, 1931-34, in Switzerland 1934-35). Jean William Guiton, Assistant Professor of French (formerly member of the Literature Division of Bennington College, Visiting Professor at Mills College Summer School 1935). Florence Whyte, Instructor in Spanish (Instructor in Spanish, Mt. Holyoke College, 1931-33 and at Bryn Mawr College 1933-34).

Clark University (Worcester, Mass.)

New Appointment: Harold S. Jantz (September 1934) Assistant Professor of German (Professor of German and Comparative Literature at Antioch College, 1933-34).

College of Wooster (Wooster, Ohio)

Retirement (on Emeritus basis): Gertrude Gingrich, Professor of German.

* Note. The *Journal* will be glad to receive additions or corrections. Address the Managing Editor.

Columbia University (New York City)

Promotions: Arthur Livingston, from Associate Professor of French to Professor of Romance Languages. Daniel P. Girard, from Instructor to Assistant Professor of French (Teachers College).

Resignations: Friedrich E. Auhagen, Lecturer in German. Gwendoline Cotton, Lecturer in German (Barnard College).

New Appointments: Clarence J. Gray, Instructor in Spanish. Pauline Taylor, Associate in Romance Philology. J. G. C. LeClercq, Lecturer in French (Barnard College). Amelia del Río, Lecturer in Spanish (Barnard College). Helen M. Flanagan, Assistant in Spanish (Barnard College).

Dartmouth College (Hanover, N. H.)

Promotion: James L. Scott, from Instructor in German to Assistant Professor of German.

Resignation: Albert van Eerden, Instructor in German (to take up duties at Princeton University).

New Appointments: Ian J. Bald, Instructor in German (formerly a member of the German Department of the University of Illinois). Alberto Vázquez, Instructor in Spanish (Ph.D. Yale, 1934; research work at Valladolid, Spain, 1934-35).

Denison University (Granville, Ohio)

Promotion: Henry J. Skipp, from Instructor to Assistant Professor of Modern Languages.

Leave of Absence: Professor William N. Felt (leave of absence for one year for study, probably in France).

New Appointments: Victor Retting, Instructor in Modern Languages for one year (formerly Professor of French, Western Carolina Teachers College).

Doane College (Crete, Neb.)

Resignation: Elgitha V. Meier, Instructor in French and Spanish (to study for her doctor's degree at Madrid, Spain).

New Appointment: Marjorie E. Hough, Instructor in French and Spanish.

Drexel Institute (Philadelphia, Pa.)

Promotion: W. D. Sturgeon, from Assistant Professor to Associate Professor of Modern Languages.

Emory University (Emory University, Ga.)

Promotion: John A. Strausbaugh, from Assistant Professor to Associate Professor of Romance Languages.

Goucher College (Baltimore, Md.)

Promotions: Esther J. Crooks, from Associate Professor to Professor of Romance Languages. Eunice R. Goddard, from Associate Professor to Professor of Romance Languages. Louise Cleret Seibert, from Assistant Professor to Associate Professor of Romance Languages.

Grinnell College (Grinnell, Iowa)

Leave of Absence: Elisa Curtis y Guajardo, Assistant Professor of Spanish (to study at the University of California).

Resignations: Brucia Dedinsky, Instructor in French (to study at the University of Chicago). Helen C. Williams, Instructor in French.

New Appointments: Elbert M. Smith, Instructor in Romance Languages. Herbert J. Meessen, Instructor in Modern Languages.

Guilford College (Guilford College, N. C.)

Leave of Absence: James L. Fleming, Professor of French (studying at Emory University).

New Appointment: Russell Pope, Professor of Foreign Languages (formerly at New York University).

Hamline University (St. Paul, Minn.)

Promotions: Dorothy M. McGhee, from Associate Professor to Professor of Romance Languages.

Harvard University (Cambridge, Mass.)

Promotions: John Joseph Penny, from Instructor to Assistant Professor of Romance Languages. Paul Hyland Harris, transferred from Tutor in the Division of Modern Languages to Instructor in French.

New Appointments: Thomas Edward Lavender, Instructor in French. Albert Merriman, Jr., Instructor in French. Marcy Summers Powell, Instructor in French. Donald Edward Stofflet, Instructor in French. John Andrew Hamilton, Jr., Instructor in Romance Languages. Professor Carl Viëtor, of the University of Giessen, appointed Kuno Francke Professor for the first half of 1935-36. Walter Silz, Assistant Professor of Germanic Languages, returns after a leave of absence during the second half of 1934-35 studying abroad.

Resignations: G. J. Metcalf, Instructor in German (to accept an instructorship at the University of Alabama). Alan Holske, Instructor in German (to spend the coming year abroad on a Sheldon Traveling Fellowship).

Leave of Absence: Arthur Burkhard, Assistant Professor of Germanic Languages (to spend the year abroad).

Retirement: Professor W. G. Howard became Professor Emeritus of German on September 1, 1935.

Hunter College of the City of New York

Promotion: Anna Jacobson, from Assistant Professor to Associate Professor of German.

Resignation: Marcel J. Brun, Instructor in Romance Languages.

Retirements: Frida von Unwerth, Associate Professor of German.

Expiration of appointments: André Battut, Lecturer in Romance Languages. Elfrieda E. Pope, Instructor in German.

New Appointments: Johanna M. Goetze, Tutor in German. Roland A. Lebel, Lecturer in Romance Languages.

Huntingdon College (Montgomery, Ala.)

Resignation: Erine Davis, Associate Professor in French (to enter social work for State of Alabama).

New Appointment: Mrs. Harold Michael Lewis, Associate Professor of French and Spanish.

Illinois College (Jacksonville, Ill.)

New Appointments: Mrs. H. C. Jaquith and Miss Gretchen Beadle as Assistants in the Department of French.

Indiana University (Bloomington, Ind.)

Resignation: Gustave Otto Arlt, Associate Professor of German Literature (to become Professor of German and Chairman of the Department of German Language and Literature at the University of California at Los Angeles).

New Appointments: Alfred L. Bocksthaler, as Assistant Professor of German (formerly of Queens College, University of Toronto).

Promotion: Frederick J. Menger, from Instructor in German to Assistant Professor of German.

Johns Hopkins University (Baltimore, Md.)

Promotions: José Robles Pazos, from Associate in Romance Languages to Associate Professor of Romance Languages.

Resignations: Francis Mahlon Hasbrouck, Instructor in Romance Languages (to Duke University). Emanuel von der Muhll, Instructor in Romance Languages (to be Instructor at Princeton University).

Kenyon College (Gambier, Ohio)

Promotion: William Ray Ashford, from Associate Professor of French to Professor of French.

Lafayette College (Easton, Pa.)

Resignations: Pierre Gault, Assistant Professor of Modern Languages. Charles Hérissou, Assistant and Fellow in French (returned to France in June). Gunther Kiersch, Assistant and Fellow in German (to return to Germany).

New Appointment: Rolf E. P. King, Instructor in German and French (formerly at University of Rochester and University of Wisconsin).

Lake Erie College (Painesville, Ohio)

Resignation: Edith Cumings, Associate Professor of French (to be married).

New Appointment: Harold L. Clapp, Associate Professor of Romance Languages (formerly Instructor at Colgate University and the University of Wisconsin).

Loyola University (New Orleans, La.)

Promotion: Reverend Louis Soniat, S.J., Assistant in French (formerly teacher of French in a Jesuit High School).

MacMurray College (Jacksonville, Ill.)

New Appointment: Dorothy Burrows, Instructor in French and English (formerly head of the English Department at Danville Junior College).

Massachusetts State College (Amherst, Mass.)

New Appointment: C. Collis Lyle, Graduate Assistant in French and German.

Miami University (Oxford, Ohio)

Resignation: Henrietta Pulskamp, Instructor in English and French.

Leave of Absence: Agnes Fowler, Assistant Professor of Romanic Languages (for graduate study, second semester).

Returning from leave: Harry J. Russell, Assistant Professor of Romanic Languages (from graduate study at Ohio State University).

Appointment: Leslie S. Brady, Instructor in Romanic Languages (for second semester during absence of Miss Fowler). Jeanne Lavie, French scholar, 1935-36.

Mills College (Mills College, Calif.)

Leave of Absence: Helen Marburg, Assistant Professor of French (to study in France).

New Appointment: Edmond Masson, Visiting Instructor in French (formerly Instructor in French, San Bernardino Valley Junior College).

Millsaps College (Jackson, Miss.)

Mrs. Henry W. Cobb, Instructor in Spanish, returns from a year's leave of absence.

Mount Holyoke College, (South Hadley, Mass.)

Promotion: Helen Elizabeth Patch, to Chairman of the Department of Romance Languages.

Resignation: Mary Gertrude Cushing, Chairman of the Department of Romance Languages (retired).

New Appointment: Ruth Sedgwick, Instructor in the Department of Romance Languages (formerly studying for Ph.D. at Yale University).

New Mexico College of Agriculture and Mechanic Arts (State College, N. M.)

New Appointment: Carl A. Tyre, to be Professor of Modern Languages, succeeding G. W. Feather (formerly at University of Iowa).

New York University (New York City)

Promotion: J. Richard Toven, from Instructor to Assistant Professor of Spanish.

Death: Henry G. Bayer, Associate Professor of French, December 23, 1934.

Northwestern University (Evanston, Ill.)

Promotion: Werner F. Leopold, from Associate Professor to Professor of German.

Resignation: Jules Alciatore, Instructor in French (to study at the University of Chicago).

New Appointment: Edwin Bray Place, Professor of Romance Languages and Chairman of the Department of Romance Languages (from the University of Colorado).

Oberlin College (Oberlin, Ohio)

Change of Title: Kathryn Jeannette Coates, from Instructor in Spanish to Instructor in Spanish and French.

Resignations: George Henry Dutton, Professor of German (to become Professor of Modern Languages, in charge of the Field of Modern Languages, Union College, Schenectady, N. Y.). Mrs. Mary Taylor Cowdery, Assistant Professor of French (retires as Emeritus Assistant Professor).

New Appointment: F. Wilhelm Kaufmann, Professor of German (formerly Associate Professor of the German Language and Literature at Smith College).

Ohio State University (Columbus, Ohio)

New Appointment: Hans Sperber, Lecturer in German.

Park College (Parkville, Mo.)

New Appointment: Constantine Bila, Professor of Spanish and Greek (formerly Professor of Modern Languages, William Jewell College).

Pomona College (Claremont, Calif.)

Promotion: James White Crowell, from Associate Professor of Spanish to Professor of Romance Languages.

Princeton University (Princeton, N. J.)

Promotion: Walter Scott Hastings, from Associate Professor to Professor of French.

Resignations: Jean-Albert Bédé, Assistant Professor of French (to teach at Brown University). John Preston Hoskins, Professor of German (retired). William Koren, Lecturer in Italian (retired). Herman Salinger, Instructor in German.

New Appointments: Frederick B. Agard, Instructor in French. Samuel B. Bossard, Instructor in German. Albert van Eerden, Instructor in German. Emanuel Von der Muhll, Instructor in French.

Purdue University (Lafayette, Ind.)

Promotion: R. V. Finney, from Instructor in Modern Languages to Assistant Professor of Modern Languages.

Rockford College (Rockford, Ill.)

Promotion: Edeltraut Proske from Fellow in German to Instructor in German.

Rollins College (Winter Park, Fla.)

Promotion: William Louis Roney, from Assistant Professor to Associate Professor of Modern Languages.

Saint Louis University, (St. Louis, Mo.)

Promotions: John V. Tillman, from Graduate Fellow to Instructor in German. (On leave of absence studying for his doctorate at the University of Munich.)

New Appointments: Helmut H. Berend, Graduate Fellow in German (formerly on the staff of the Berlitz School of Languages, New York).

Simmons College (Boston, Mass.)

New Appointment: John A. Hamilton, Special Instructor in Spanish.

Smith College (Northampton, Mass.)

Promotion: Marine E. Leland, from Assistant Professor to Associate Professor of French.

Resignation: F. Wilhelm Kaufmann, Associate Professor of German (to accept a position at Oberlin).

Stanford University (Stanford University, Calif.)

Promotions: Anthony E. Sokol, from Instructor to Assistant Professor of Germanic Languages. Frederick Anderson, from Associate Professor to Professor of Romanic Languages. John A. Sellards, from Acting Assistant Professor to Assistant Professor of Romanic Languages.

New Appointments: Bayard Quincy Morgan, Professor of German (formerly Professor of German at University of Wisconsin). Juan B. Rael, Instructor in Spanish (formerly Instructor in Romance Languages, University of Oregon).

Temple University (Philadelphia, Pa.)

Promotions: Clara Grube Evans, from Instructor to Assistant Professor of German. Joseph A. Meredith, from Assistant Professor to Associate Professor of Spanish.

Thiel College (Greenville, Pa.)

Promotion: Jonathan B. Ladd, from Instructor to Assistant Professor of Romance Languages and History.

Union College (Schenectady, N. Y.)

Death: Dr. Frank Coe Barnes, head of the Department of Modern Languages for thirty years, November 29, 1934.

Retirements: Professor Robert W. Crowell, retired as Professor Emeritus. Professor Ferdinand Jagu, retired as Professor Emeritus.

Leave of Absence: Rowland M. Myers, studying in Paris 1935-36, appointed Acting Assistant Professor February 1.

New Appointments: George H. Danton, Professor of German, George B. Rasen III, Instructor in French.

United States Military Academy (West Point, N. Y.)

Promotion: Lieutenant John J. Burns, from Instructor in French to Assistant Professor of the French Language.

Relieved: Captain Easom J. Bond, Assistant Professor of the French Language. Lieutenant Armand Hopkins, Instructor in French. Lieutenant Douglas B. Smith, Instructor in French. Lieutenant Wilbur R. Pierce, Instructor in Spanish.

New Appointments: Lieutenant William M. Breckenridge, Instructor in French. Lieutenant John S. Nesbitt, Instructor in French. Lieutenant Rhomas F. Van Natta, Instructor in Spanish. Lieutenant Laurance H. Brownlee, Instructor in French.

United States Naval Academy (Annapolis, Md.)

Promotions: Joseph M. Purdie, from Associate Professor to Professor of Modern Languages. Homer B. Winchell, from Assistant Professor to Associate Professor. George E. Starnes, from Instructor to Assistant Professor.

New Appointments: C. R. Walther Thomas, Instructor. Ángel C. Vázquez, Instructor (tentative).

University of Arizona (Tucson, Ariz.)

Promotions: Sidney Barlow Brown, from Associate Professor to Professor of French. Francis A. Roy, from Instructor to Assistant Professor of French. Helen S. Nicholson, from Associate Professor to Professor of Spanish. Frances Eberling, from Instructor to Assistant Professor of Spanish.

University of California (Berkeley, Calif.)

Promotion: Beatrice Q. Cornish, from Instructor to Assistant Professor of Spanish.

University of the City of Toledo, (Toledo, Ohio)

Promotions: Young A. Neal, from Assistant Professor to Head of the Department of Foreign Languages.

Resignation: Felipe Molina, head of the Department of Foreign Languages (to take work in Venezuela).

Leave of absence: Frank W. McRaavey (to study in France).

New Appointment: William C. Merhab, Instructor in French and Spanish for the year 1935-36.

University of Detroit (Detroit, Mich.)

New Appointment: Bernard A. Facticeau, Assistant Professor of French (formerly at Catholic University of America).

University of Illinois (Urbana, Ill.)

Leave of Absence: Professor José A. Balseiro (continued for another year at the University of Puerto Rico). Professor D. H. Carnahan, Head of the Department (to study in France the second semester).

Promotion: C. C. Gullette, who has held a combined teaching position in the College of Education and the Department of Romance Languages, to a full-time position in the Department of Romance Languages.

Resignations: Luis Avilés (to accept an instructorship at Duke University). Mary Dallera, Assistant (to return to Santiago de Chile to work in the National Library).

University of Iowa (Iowa City, Ia.)

Leave of absence: Ralph E. House, Professor of Spanish (for study and travel in Europe).

University of Kentucky (Lexington, Ky.)

New Appointment: Hobert Ryland, Acting Head, Department of Romance Languages (formerly at Virginia Military Institute).

University of Maine (Orono, Me.)

Resignation: François J. Kueny, Professor of French.

University of Maryland (College Park, Md.)

Promotion: William F. Falls, from Associate Professor to Professor and Head of Department of Modern Languages.

Resignations: Adolph E. Zucker, Professor and Head of Modern Languages (to become Head of German Department in the University of North Carolina). E. F. Richards, Instructor in Spanish (to become Professor of Geology, University of Alabama).

New Appointments: Meno H. Spann, Assistant Professor of German (former Instructor in German at University of North Carolina and Associate Professor of German at University of Oregon). George O. S. Darby, Assistant Professor of Spanish (formerly of the faculty of Edgewood Park Junior College). Henrietta Goodner, Graduate Assistant.

University of Minnesota (Minneapolis, Minn.)

Resignation: Wilson E. Wilmarth, Instructor (to Bradley, Illinois, Polytechnic).

University of Missouri (Columbia, Mo.)

Promotions: Elliott B. Scherr, from Instructor to Assistant Professor of Spanish. Helmut Rehder, from Instructor to Assistant Professor of German.

University of Nebraska (Lincoln, Nebr.)

Resignations: Clara Conklin, Professor of Romance Languages, and Elizabeth Reese, Associate Professor of French (retiring on pension).

University of New Hampshire (Durham, N. H.)

Promotion: L. Leland Durkee, from Graduate Assistant to Instructor in Languages.

Resignation: J. Herbert Marceau, Associate Professor of French (retiring).

New Appointments: Terrence J. Rafferty, Graduate Assistant in French and Spanish. Barbara M. Clough, Graduate Assistant in French.

University of Oklahoma (Norman, Okla.)

Promotions: W. A. Willibrand, from Assistant Professor to Associate Professor of Modern Languages. Kenneth C. Kaufman, from Assistant Professor to Associate Professor of Modern Languages. Edna Bessent, from Assistant to Instructor in Modern Languages.

Leave of Absence: Margaret J. Moore, Instructor, and A. M. de la Torre, Instructor, will return from leave of absence. Jeanette Allesandra, on leave of absence 1935-36.

Resignation: Todd Downing, Instructor (expects to spend his entire time in writing).

University of Oregon (Eugene, Ore.)

Promotion: E. P. Kremer, from Associate Professor to Professor of German.

Leave of absence: Chandler B. Beall, Associate Professor of Romance Languages (placed on indefinite tenure and granted sabbatical leave to do research work in France on a fellowship granted him by the American Council of Learned Societies).

Resignations: Eric A. Pollard, Assistant Professor of German (to study in German for his Ph.D.). J. B. Rael, Assistant Professor of Romance Languages (to Stanford University).

University of Rochester (Rochester, N. Y.)

Promotions: Howard C. Harvey, from Instructor to Assistant Professor of French. Wilson Mix, from Instructor to Assistant Professor of French.

Change of title: Neil C. Arvin, from Professor of French to Professor of French Literature.

Returning: Jessie W. Hoscam, Instructor in German.

University of South Carolina (Columbia, S. C.)

Promotions: René Maurice Stéphan, from Associate Professor to Acting Head of the Department of Romance Languages. Emmett Kilpatrick, from Associate Professor to Professor of Romance Languages. Grace Cameron Sweeny, from Adjunct Professor to Associate Professor of Romance Languages.

New Appointment: William Sledge Woods, Instructor in Romance Languages.

University of Wyoming (Laramie, Wyo.)

Absent on leave: Carle H. Malone, Instructor in Modern Languages (to study at the Centro de Estudios Históricos, Madrid).

New Appointment: Mary Coughlin, Instructor in Modern Languages.

Ursinus College (Collegeville, Pa.)

Promotion: Reginald S. Sibbald, from Associate Professor to Professor of French and Spanish.

New Appointment: Alfred M. Wilcox, Instructor in French and Spanish (formerly Instructor at Hill School).

Vassar College (Poughkeepsie, N. Y.)

Promotion: Gabriele M. A. Humbert, from Instructor to Assistant Professor of German.

Leave of absence: Mireille C. Hollard, Instructor in French.

Resignations: Marie-Louise Bourgarel, Student Assistant in French. Joan von Jaworsk, Instructor in German. Janna Hanser, Student Assistant in German. Nellis M. de Roca, Instructor in Spanish. Amelia A. del Río, Instructor in Spanish.

New Appointments: Madeleine Bise, Instructor in French. Alfrieda E. Pope, Elizabeth H. Zorb, Instructors in German. Elizabeth Huhnlein, Student Assistant in German. Marfa Carro Alcaraz, Student Assistant in Spanish.

Villanova College (Villanova, Pa.)

New Appointment: J. Howard Redfield, Professor of German (formerly Professor of German, Haverford College).

Virginia Military Institute (Lexington, Va.)

Promotion: Murray F. Edwards, from Associate Professor to Professor of German.

Resignations: Frank J. McCarthy, Instructor in German. Lucian H. Ryland, Assistant Professor of French (to study in France and Spain). William H. McNeal, Instructor in French.

Washington and Jefferson College (Washington, Pa.)

Leave of absence: Celestin Pierre Cambiaire. Acting Assistant Professor of Modern Languages. Lyman Willetts Rogers, Assistant Professor of Modern Languages (returning from study abroad).

Washington University (St. Louis, Mo.)

Death: Gaston Douay, Professor of French.

New Appointment: Harcourt Brown, Professor of French (1934-35 Traveling Fellow of the American Council of Learned Societies).

Wellesley College (Wellesley, Mass.)

Promotions: Andrée Bruel, from Assistant Professor to Associate Professor of French. Margaret Jeffrey, from Instructor to Assistant Professor of German. Barbara Salditt, from Instructor to Assistant Professor of German.

Wells College (Aurora-on-Cayuga, N. Y.)

Promotion: Harold G. Carlson, from Assistant Professor to Associate Professor of German.

Wesleyan University (Middletown, Conn.)

New Appointments: John Charles Blankenagel, Professor of German (formerly Professor of German at Ohio Wesleyan University); Visiting Professor of German at Wesleyan University, 1934-35).

Leave of Absence: Paul Holroyd Curts, Professor of German, for the year 1935-36.

Western Reserve University (Cleveland, Ohio)

Promotion: Robert W. Deering, from Professor to Professor Emeritus of German (Flora Stone Mather College).

New Appointments: Fredericka Blankner, Assistant Professor of Romance Languages. T. W. Braasch, Assistant Professor of German (Flora Stone Mather College).

Resignation: T. G. Bergin, Associate Professor of Romance Languages (to New York State College for Teachers).

Professor H. W. Tausch appointed Acting Head of the Department of German for the year (Flora Stone Mather College).

West Virginia State College (Institute, W. Va.)

Promotion: William B. Pratt from Instructor to Assistant Professor of Romance Languages.

Wheaton College (Norton, Mass.)

Resignations: Anne Harrington, Assistant Professor of Spanish (to study at the University of California, Berkeley).

New Appointment: Robert J. Carner, Assistant Professor of Spanish (formerly Instructor in Spanish at Harvard University).

Wheaton College (Wheaton, Ill.)

Resignation: Elsie Wood Schofield, Instructor in Spanish.

New Appointments: Joseph P. Free, Assistant Professor of French and Spanish (Ph.D. Princeton University 1935); Evelyn E. Erickson, Instructor in Spanish.

Promotion: Clarence B. Hale, from Assistant Professor of Greek and French to Associate Professor of Greek and Acting Chairman of the Foreign Language Department.

Williams College (Williamstown, Mass.)

Resignations: Seaver Richmond Gilcreast, Instructor in Romance Languages. Reginald Foster French, Instructor in Romance Languages.

Promotion: Winthrop Hegeman Root, from Assistant Professor to Associate Professor of German.

Yale University (New Haven, Conn.)

Resignations: Murat Halstead Roberts, Instructor in German (now Assistant Professor at New York University). Werner Friederich, Research Fellow and part-time Instructor in German (now Instructor in the University of North Carolina). George Arthur Meyer, Assistant in Instruction in French (to become Chairman of the Department of Romance Languages, Utah Agricultural College).

New Appointment: Hubert Linn Edsall, Assistant in Instruction in French.

• Reviews •

BARTHOLD, ALLEN J., *Student's Practical Manual of French Pronunciation*. New York: Harper and Brothers, 1933. viii, 128 pp. Price, 75 cents.

This book is described in the preface as "a very practical, efficient, and interesting method of phonetic instruction for beginning French classes." The first part, consisting of twenty-five pages, presents the elements of French pronunciation in seven lessons. The second part consists of sixteen sections, summary exercises, a supplementary lesson *liaison* and vocabularies. Each lesson and section is followed by a detachable work sheet containing exercises.

Lesson One is devoted entirely to diacritical marks, a subject not likely to excite the student's interest. Lesson Two presents the phonetic alphabet of the I. P. A. without explaining how the symbols are pronounced. Lesson Three describes the consonant sounds briefly; Lesson Four, the oral vowels; Lesson Five, the nasal vowels and the semi-consonants ("[q]. Similar to English *w* as in *tweet*."); Lesson Six discusses syllabication; and Lesson Seven, the French alphabet.

Among the subjects entirely neglected are stress, the stress-group, and intonation. There are no exercises on connected discourse and the only mention of anything except isolated words is to be found in the short and inaccurate discussion of *liaison*. "The author has not ignored the

teacher, on whom he has intentionally relied to supply evident omissions and additional explanation of such material which can best be presented in class."

The book offers abundant material for oral practice and for what the author calls "the all-important business of learning spelling equivalents." The transcriptions are accurate, the vocabulary is limited largely to cognates, and the exercises are carefully worked out.

C. E. PARMENTER

*The University of Chicago,
Chicago, Illinois*

OLIVER, THOMAS EDWARD, *The Modern Language Teacher's Handbook*. Boston: D. C. Heath and Co., 1935. Cloth. vii, 706 pp. Price, \$3.60 (special price to teachers, \$3.00, postpaid).

It may be rash to call any modern book indispensable, but Professor Oliver's *Handbook* approaches so nearly that classification that we are going to say at once that no modern foreign language teacher can afford not to have it available, and that no library, public, college, or professional, can afford to be without it—especially the libraries of Schools of Education. It is a storehouse of bibliographical and practical information for the modern foreign language teacher. Only the bibliographical sections in Cole's "Modern Foreign Languages and Their Teaching," now somewhat out of date and sometimes marred by misprints, can be mentioned in the same breath with Mr. Oliver's book for practical usefulness.

Does the teacher want the addresses of foreign booksellers? of foreign newspapers? of American publishers? of professional periodicals? of sources of *realia*? Does he or she need to know where to get foreign postcards, maps, posters, almanacs, calendars, pictures, mottoes for the classroom, games, lantern-slides, phonograph records, words and music of songs, or Christmas and New Year's cards? Is he looking for hints for conducting a foreign language club, or for plays suitable for presentation in class? Would he like to know where to look for special vocabularies in science, engineering and industry, medicine, automobiling, radio, or aviation? Is he interested in new-type tests, in verb-drill devices, in phonetic apparatus, in intonation as an essential part of pronunciation, in "explication de textes"? If he plans to go abroad for study or travel, does he wish information about steamship-companies, lodgings in foreign cities, motoring abroad, foreign summer schools for teachers? Does he need back-numbers of journals? Is he interested in the addresses of foreign book-binders, or seeking research assistance in foreign libraries? The user of Professor Oliver's handbook "knows all the answers," or at least knows where to go to find them, for these and many other questions. All material is arranged alphabetically by subjects, with abundant cross-references.

Although the book was published in April, 1935, the closing date for inclusion of material from periodicals was January, 1933 and the preface is dated August 1, 1934. Much material has of course appeared since the earliest of these dates, and many omissions will doubtless be noticed, in spite of the inevitableness of such lacunae in printing a bibliographical compilation, a fact to which the reviewer can bear witness. One might be captious, too, and call attention to other omissions, or take advantage of the privilege, sometimes abused by reviewers, of calling attention subtly or otherwise to one's own contributions to the subject. The magnitude of the work, its breadth of interest, its abundance and diversity of information, make such criticisms not only ungracious but inappropriate. One can only pay due tribute to the vision and energy which made the book possible, and offer to aid by sending notes and material to the compiler for his later use if he so desires.

Professor Oliver has not overlooked the less frequently taught languages—Portuguese, the Scandinavian languages, the Slavic languages, and even Chinese and Japanese, in planning his handbook.

Misprints, anachronisms, and inaccuracies are relatively few. If the book were not already so large and therefore expensive, one might suggest the inclusion of an index of authors cited.

It would be helpful and interesting to see in one list, for example, all the contributions to our field made by Michael West, or Lawrence Wilkins, or B. Q. Morgan, or Algernon Coleman, or Hayward Keniston, or Peter Hagboldt, or A. G. Bovée, or a dozen others of equal importance, instead of finding them scattered under several headings; but this would have added greatly to the labor and expense of getting the book published.

Professor Oliver has more firmly established an already enviable reputation among the members of our craft by the publication of this book. He has moreover justly earned our lasting gratitude for a great and genuine contribution to the tools of our profession.

HENRY GRATTAN DOYLE

*The George Washington University,
Washington, D. C.*

BOVÉE, A. G., AND LINDQUIST, LILLY, *Une Aventure en Français*. New York: Harcourt, Brace and Co., 1934. xxiii, 543 pp. Price, \$1.72.

This textbook for beginners by Mr. Bovée and Miss Lindquist contains abundant material adapted to the main objectives: the speaking, understanding, reading, and writing of French, as well as the acquiring of knowledge about France. There are two features of the book that particularly appeal to the practical-minded teacher. First, its actual try-out in different schools, a procedure which results in the selection of usable material and the elimination of much that is too advanced or uninteresting to pupils of high-school age. Secondly, the arrangement of the book lends itself to any method of teaching.

The first part, consisting of ten *Leçons d'Orientation*, contains a simple explanation of phonetics as well as many exercises for drill in pronunciation. The introduction includes helpful hints and suggestions for the teacher. The second part, *L'Aventure*, consists of twenty-seven stages, or *étapes*, continuing the study of pronunciation and advancing through selected readings graded in difficulty, with correlated oral work, grammar, and exercises, and a study of civilization in French sufficiently simple for beginners and yet idiomatic and lively in style. The grammar treatment is functional rather than formal, with many drill exercises of such varied types that every teacher must surely find her favorite forms. Part III, *Plaisir de Lire*, contains stories and anecdotes correlated to the previous lessons, including a simplified and condensed version of Dumas' *Le Comte de Monte-Cristo*.

The vocabulary has been limited to the first 1269 words of the Vander Beke word-list and the first 150 idioms of the Cheydeur list, plus a few environmental words necessary for conversation, and some simple cognates. Any additional words used in reading exercises are explained in the text or in the footnotes. Several general reviews appear at convenient intervals and the Appendix includes a valuable table of the tense-formations of regular and irregular verbs.

It seems to the reviewer that this French textbook should meet with wide success and be a source of help to teachers of beginning French classes.

AGNES N. ARNOLD

*Paul Junior High School,
Washington, D. C.*

Graded German Readers: (1) Book eight, *Das geheimnisvolle Dorf*. Retold from the German of Friedrich Gerstäcker and edited by Stella M. Hinz. (2) Book nine, *Das Abenteuer der Neujahrsnacht*. Retold and edited after the German of Heinrich Zschokke by Peter Hagboldt. (3) Book ten, *Ein Sommer in Deutschland*, by W. F. Leopold. Boston: D. C. Heath and Co. (Heath—Chicago Series), 1934. Linen. Price, 20 cents each.

These three books, each containing a text of approximately forty pages, complete the series of five readers on the second or intermediate level. Five books on the elementary

level (prepared by Professor Hagboldt) have already been published. The general editors of these readers, Professors Hagboldt, Morgan, and Purin, aim to present carefully graded reading material "on the basis of present knowledge concerning the frequency of words and idioms, and what little is known about the relative frequency of syntactical usages." The publication of these texts represents one of the few intelligent attempts thus far made to put into practical use the wealth of material collected by Professors Morgan and Purin on the subject of word-frequency and by Professor Hauch on German idioms. The editors assume quite justly that reading is the chief aim in the teaching of German. The teacher who adopts these texts for class use will enjoy the advantage of a more scientific and rational selection of reading-materials than would otherwise be the case. Moreover, the texts are very brief, which is distinctly helpful to less advanced students. Continuity and unity can be achieved more readily with short texts, and the students develop the confidence which is so essential to enthusiastic interest. By retelling such popular stories as *Germelshausen*, unusual vocabulary can be avoided and essential words of common usage can be repeated frequently. The rewriting, however, must be done with the greatest care, in order that the beauty of the story, especially in style and atmosphere, may be preserved. Each text adds from seventy to one hundred new words to those previously used, and about twenty-five idioms of frequent occurrence. Brief vocabulary exercises and questions designed to develop and test comprehension of the text are appended. The texts being brief and published in flexible covers, can be sold at a moderate price, a factor which is of importance in view of the number needed.

Das geheimnisvolle Dorf.—Professor Hinz has here retold the charming and romantic story of *Germelshausen*, Gerstäcker's popular tale of the sunken village. This version preserves the essential thread of the story, while omitting the more unusual words and phrases of Gerstäcker. The editor has demonstrated remarkably clever narrative ability in performing this difficult feat. However, the weird and melancholy atmosphere of Gerstäcker's version is so inseparably a part of the author's selection of words and phrases and his own style, that the story loses much of its charming atmosphere in the retelling. Because of the necessary deletion of words and phrases, this will always be the case to a greater or lesser degree when such procedure is demanded, as in the case of this series.

Das Abenteuer der Neujahrsnacht.—Professor Hagboldt has made a most fortunate choice in this story, since here the fascination for the reader lies chiefly in the narrative itself. The editor has been able to tell the story in slightly abbreviated form, omitting insignificant details and unimportant incidents, which are so often found in Zschokke's Novellen. In this sense the story has gained through retelling. The original story has a fairly simple vocabulary, so that in spite of the editor's alterations, one can, fortunately, still recognize Zschokke's authorship on every page.

Ein Sommer in Deutschland.—Professor Leopold had the always difficult task of conducting students by means of a story through the interesting cities and sections of Germany. To keep within the limits of this series he rewrote his more comprehensive reader *Reise durch Deutschland*. He has made a valuable contribution to this series by writing a text on "Land und Leute" which is filled with valuable information and contains enthusiastic interpretations of the Germans and their country. However, and this is no criticism of the author's work, the style of all such texts is monotonous and dull, and the information must necessarily be almost meaningless to that great majority of our students who have not yet enjoyed the thrilling experience of seeing Germany. Nevertheless, if this book is used intelligently for rapid reading, and if the teacher does not require the memorizing of meaningless data concerning cities, which will be only names to the less widely-traveled student, then this text will be a valuable addition to the series. It will serve the double purpose of teaching the students more about the German language and will stimulate in them a lively interest in Germany and its people.

PAUL G. GRAHAM

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Northampton, Massachusetts